DOCUMENT RESUME

ED 327 824 CS 010 381

AUTHOR - Lewis, Bernice Branford
TITLE Reading Made Easy: A Handbook.
PUB DATE 80
NOTE 65p.
AVAILABLE FROM Bernice Branford Lewis, 3400 Forest Park Ave., Baltimore, MD 21216 ($5.00 including postage; $3.00 plus postage and handling for large quantities).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Decoding (Reading); Early Reading; Elementary Education; Parent Child Relationship; *Parents as Teachers; *Phonics; *Reading Instruction; *Reading Skills; Word Study Skills

ABSTRACT

This phonics outline is designed as a guide for parents, as a manual for teachers, and as a handbook for those who wish to improve their reading pronunciation skills. The purposes of the handbook are: (1) to show parents what a person needs to know to become a good reader; (2) to provide a convenient source of words that follow rules of phonics; (3) to show the likenesses in words; and (4) to help teenagers and adults who would like to improve their reading skills. The general aim is to encourage each parent, as the child's first teacher, to prepare the young person for school by teaching him or her certain information and providing him or her with a variety of experiences starting with the names of the letters. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED327824

READING MADE EASY

A HANDBOOK

BY
BERNICE BRANFORD LEWIS
CONSULTANT IN READING

CS010381

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Bernice Branford Lewis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

MANUALS

by

Bernice Branford Lewis

HANDBOOKS

1. *Christian Facts of Life*
   A digest of the basic Scriptures which every Christian needs to know to understand God's will for each individual.

2. *Reading Made Easy, A Handbook*
   Reading made easy by using the phonics rules which show how to say the words; a manual outlining the structure of the English language, for those who wish to improve their reading skills.
   TAPES ARE AVAILABLE WHICH TELL HOW EACH SOUND AND WORD IS SAID.

3. *Assembly Devotions for Holidays and Everyday*
   Programs for devotions, moments of worship and "prayer and praise" services; some may be used at anytime and others are for special holidays, including Hallowe'en, Palm Sunday, Thanksgiving, Valentine's Day; also, a balloon ascension.

4. *Christian Education Activities*
   Creative and original ideas for games, songs and language activities for reenforcing Christian doctrine and preparing programs, for children and adults.

5. *Healing Words from the Bible*
   100 selections from the Bible documented by Dr. and Mrs. Oberlin Perry and 40 original poems by B. B. Lewis.

* 500 and more poems waiting to be published, which were written at inspirational moments; others for individuals and special occasions.

FOR PUBLIC SPEAKING

6. Scripts and Tips – remarks for various occasions
7. What Shall I Say – more remarks and brief messages
8. What to Say and How to Say It – workshop guide

WORKSHOP BOOKLETS FOR MEMBERSHIP TRAINING CLASSES

These have been prepared for courses taught, locally and nationally:

9. Youth Evangelism
10. Christians in an Unsaved Environment
11. What the Bible Says
12. Make Your Teaching Count
13. Day by Day, Living the Word
14. Christian Doctrine
15. Glorify God in Speech and Action
16. Ideas for Spiritual Programs, "Fun-Raisers" and Fund-Raisers
17. Christian Ethics (Right and Wrong according to God's Will)
18. Christian Doctrine for Christian Service
19. Spiritual Growth and Development
20. Twelve (12) "Storylets": The Life of a Christian (Anecdotes)
21. Format and Activities for Childrens' Day or Youth Programs
22. Original and Standard Devotional Exercises for Vacation Bible School

NEW: ACTIVE DUTY: FOR DEACONS & DEACONESSES, MISSIONARIES, PRESIDENTS AND LEADERS.

Sponsor / Narrator / Composer
Dial A Poem of Praise
367-7636 = 367-POEM

READING MADE EASY

BY

I PRAY THEE
LET A DOUBLE PORTION
OF THY SPIRIT BE UPON ME
2 Kings 2:9

BERNICE BRANFORD LEWIS

TROY VINCENT LEWIS, FACILITATOR

3400 Forest Park Avenue
Baltimore, Maryland 21216
Phone: (301) 542-8671

Dedicated to all who wish to improve their reading skills and are willing to spend the time to read with confidence
For
Adults and Parents
Teachers and Young People

"READING MADE EASY": CAMPAIGN FOR LITERACY
COPYRIGHT NO. 577 249, 1980

TABLE OF CONTENTS

PAGE	
(Inside Front Cover)	MANUALS by Bernice B. Lewis
2	POEM: Questions and Letters
3	POEM: Letters of the Alphabet
4-5	Introduction: Purposes and A Message to Parents
6	Suggestions and Hints for Parents
7	What Can I Do to Help My Child?
8	Key Word Chart
9	POEM: P, Q, R and X, Y, Z
10	How Can You Help In Developing Your Child's Intelligence?
11-12	Long A
13	Long E
14	Long I
15	Long O
16	Long U
17-19	Short A
20-21	Short E
22-23	Short I
24-25	Short O
26-27	Short U
28-29	Words with the R Blend; Schwa ə
30	Long Vowel Sounds with the R Control
31	Consonant Digraphs: One Sound from Two Letters
32	The R Blends

TABLE OF CONTENTS *(Continued)*

PAGE	
33	The L Blends
34	The S Blends
35	C with the Sound of S
36	Two Sounds of G: The soft G
37	ING, ONG, UNG
38	The Sound of QU
39	Sounds of OO, OU, and OW
40	Long A spelled EI
41	AU, AW, CIRCUMFLEX O; OI, OY
42	LE at the End of a Word
43	AL and ALL; AGE and EGE at the End of Words
44	EU and EW as the Long U Sound
45-46	Silent Letters: H, GH, T, KN, B, L, N, W
45	The F Sound Spelled PH and GH
47	Contractions
48-57	APPENDIX: Review Sets 1-10
58	APPENDIX: Christian Facts of Life
59	(Inside Back Cover) Letter Knowledge Test
60	(Back Cover) The Alphabet: Capital Letters (upper case) Small Letters (lower case)

BERNICE BRANFORD LEWIS, CERTIFIED BY THE STATE OF MARYLAND, AS A READING SPECIALIST, IS A GRADUATE OF COPPIN TEACHERS COLLEGE. MS. LEWIS HAS TWO DEGREES FROM JOHNS HOPKINS UNIVERSITY: A MASTER OF EDUCATION AND A CERTIFICATE OF ADVANCED STUDY. SHE HAS ALSO EARNED A MASTER'S EQUIVALENT FROM NEW YORK UNIVERSITY AND HAS HAD EXTENSIVE TRAINING AND EXPERIENCE IN HUMAN RELATIONS, CHRISTIAN EDUCATION AND TEACHING READING

QUESTIONS AND LETTERS

by

Bernice Branford Lewis

A B C D

What are you trying to see?

E F G H

Do you have a stomach ache?

I J K L

What comes in a shell?

M N O P

What are you trying to be?

Q R S T

Will you listen to me?

U V W X

What will we do next?

Y Z, The last two ...

Do you know what we are going to do?

AN ABECEDIARY (pronounced: *ay-bee-cee-dee-air-ee)*

by Bernice Branford Lewis

A is for **apples** that grow on trees.

B is for **boy** that falls on his knees.

C is for **cat** that says 'meow'.

D is for **dog** that says 'bow-wow'.

E is for **exit** that lets us out.

F is for **fish** like the silver trout.

G is for **girl** so happy and sweet;
When she is good, she just can't be beat.

H is for **hat** worn on the head.

I is for **Indian** and the tribe he led.

J is for **jug** that we can buy.

K is for **kite** that flies so high.

L is for **lamp** that gives us light.

M is for **man** that has great might.

N is for **nail** that's as sharp as can be.

O is for **octopus** in the deep sea.

P is for **pig** so nice and fat.

Q is for **queen** of this and that.

R is for **rabbit** with ears so long.

S is for **sun** with beams so strong.

T is for **top** that spins round and round.

U is for **umbrella** that goes up and down.

V is for **vase** that sits on the sill.

W is for **wagon** that rolls down the hill.

X is for **X-ray** and **xylophone**.

Y is for **yarn** that is wound on a cone.

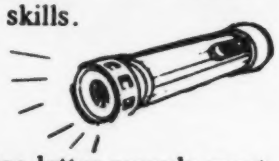
Z is for **zebra** with many
a stripe,
Some are black and some
are white.

Say each letter and you
have heard
The names of the letters
that form the words.

8

INTRODUCTION

This phonics outline is designed, mainly, as a guide for parents, but, also, as a manual for teachers and a handbook for those who wish to improve their reading pronunciation skills.



This handbook is based on phonics. Phonics includes the letter sounds. These letter sounds must be blended to say the word. If the person does not know the sounds, he is unable to sound a word. *Most words follow the rules.* There are some words which must be memorized because they are not spelled with the letters that carry those sounds.

The purposes of this handbook are:

1. To show parents what a person needs to know to become a good reader
2. To provide a convenient source of words that follow rules of phonics
3. To show the likenesses in words
4. To help teenagers and adults who would like to improve their reading skills.

THE GENERAL AIM IS: To encourage each parent, as the child's first teacher, to prepare the person for school by teaching him certain information and by providing him with a variety of experiences, starting with the names of the letters.

****

THIS IS A HANDBOOK THAT CAN BE USED THROUGHOUT A PERSON'S LIFE. IT STARTS OFF EASY AND PROGRESSES IN DIFFICULTY. ITS CONTINUED USE WILL DEFINITELY STRENGTHEN READING AND *SPELLING* SKILLS.

A MESSAGE FOR PARENTS

Your child can learn to read well, if you will engage in certain specific activities. The parent is the child's first teacher and the child's best teacher and the most long-lasting teacher. The parent is the instructor who must endure to the end, "for better or worse".

Start when your child is born. When you talk to your baby, you can recite the letters of the alphabet. When you sing to your child, you can sing the alphabet song. When your child begins to repeat sounds, you can say one letter at the time and tell the child to say it. Then, when you begin teaching your child to identify the letters, the sounds will be familiar. It will be easier for the person to remember because she can associate the familiar sound with the letter symbol. This means that when she sees the letter *m*, she will say "m".

Feed your child a little information at the time. Keep repeating until he remembers. As the body grows, the mind extends to include these experiences in that wonderful brain.

Teaching your child the names of the letters is one of the best investments that can be made in a child's education. This information needs to be taught before he goes to school.

Think of the school as assisting you with your child's education. You must be the one to see that your child learns. You are the one to sit down beside your child EVERY SINGLE DAY to see that he understands and remembers whatever he needs to know.

This is the most important thing that can happen to him. How he learns and what he learns has a very, very significant bearing on his future.

A regular study period is very important when your child begins school. Plan a regular time and a regular place, without television or radio, for study. "A mind is a terrible thing to waste." The mind is a wonderful computer which can store uncountable information which will prove profitable.

First, teach one capital letter. When the child can recognize that one letter whenever she sees it, then teach the corresponding small letter. First teach Capital A; when that is well known, then, teach small a. You don't have to teach them in alphabetical order, BUT, it would be a good idea to review the letters this way. By the time, you have finished teaching every letter your child will know them in alphabetical order.

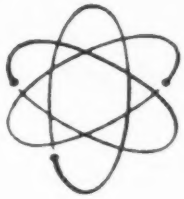
SUGGESTIONS AND HINTS FOR PARENTS

1. Magazines and newspapers can be very useful in finding and cutting out letters, words, sentences, pictures of things that begin alike and pictures that tell a story.

2. These ten words make up about ¼ (one-fourth) of the words in the average piece of reading: *this*, *a*, *and*, *I*, *is*, *it*, *of*, *the*, *that*, and *to*. Put each one on a separate card for practice.

3. Read to your child often. A child is never too old to be read to, if he enjoys it, or read with: the parent can read one sentence and the child can read the next, and they continue to alternate.

4. WORK WITH YOUR CHILD WITHOUT FUSSING OR GETTING ANGRY. Make it a happy time – a fun time. Remember, "Just a spoonful of sugar makes the medicine go down, in the most delightful way".



5. Work on one or two things at a time. In order to remember a letter or a word, a child may have to go over it many times, in many different ways. Don't expect too much from your child. Be satisfied with what he is able to do until he can make greater progress. IT TAKES TIME.

6. Praise your child as often as he deserves it. Praise your child often for any signs of improvement or accomplishment. Help him to develop the confidence that he needs. Let her know that you believe that she can do good work.

7. Each letter makes a sound. The sounds must be put together to say the word. We must know the rules in order to know which sound to make.

8. If your child is in school, examine his notebook. Talk over the work that is in the notebook. Use the encyclopedia and other reference books to add to the information that he learned in school. Also, see that your child has homework every night. You do not have to wait for the teacher to give an assignment. If you follow carefully, you will be able to provide the right task. Don't worry about his getting confused about your method and the teacher's method, because he really will be confused if he does not know and is not able to keep up with what the class is doing.

9. Assume most of the responsibility for your child's education, using your love and your prayers to guide you.

WHAT CAN I DO TO HELP MY CHILD?

A. The newspaper offers a wonderful source of learning material:

1. Pictures to cut out
2. Letters to identify
3. Words to circle
4. Spaces and shapes to color

Since the print in the classified ads section is so fine, it is easy to draw or write on the pages with crayon. Cut the newspaper in half horizontally (across) so that it will be easier to handle. This makes a handy scrap book, also, for pasting pictures.

Choose a letter for the week. If that letter is capital *F*, point to it whenever you see it. Letters come in different colors and sizes and appear in a variety of places. It may seem that you are saying the same thing over and over again, but it is something new to the child.

Use large letters, as in newspaper headlines. Never use the fine print found in newspaper articles.

B. Teach your child nursery rhymes to exercise her memory and to make her conscious of sounds in words. Read poetry to your child and have him to repeat what you have said. This will help him to listen and concentrate.

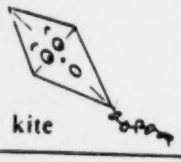
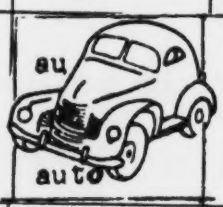
C. Expose the person to many different words in a variety of ways. Language is "caught" as well as taught. The vocabulary should grow each day as the person has new experiences. This is true for every person, whether a child or adult.

D. When you go shopping, the person can name the letters seen in stores and on the streets. You can do the same when riding along the highway, or on the bus, or when walking through any area. Street signs are plentiful and so are advertisements.

E. Use the chart in this handbook to associate the letter with the picture of the KEY WORD. The key word will help the person to remember the sound of the letter: *b* as in ball, *c* as in cat, etc. Do not attempt to teach the sound of the letter, until the person knows, without a doubt, the name of every letter. The two can be very confusing if taught at the same time. Cut out pictures from magazines or newspapers that show the key words.

F. When your child begins to write, be sure that the person is making the letters the correct way. There are books in "variety/grocery" stores that serve as a guide for printing or manuscript writing.

When the person knows the letter names well, teach the letter sounds. This is a KEY WORD chart that is helpful in teaching letter sounds.

b ball	c cat	d dog	f fish	g girl	h hat
k  kite	l lamp	m man	n 12345 67890 numbers	p pig	r rabbit
s sun	t table	w window	sh shoe	ch chair	th 30 thirty
wh wheel	j jar	*(s) cent	*(j) giraffe	v vase	qu queen
x (ks) box	y yarn	z zebra	Short a apple	Short e exit	Short i Indian
Short o octopus	Short u umbrella	ay hay	oo moon	oo books	ou mouse
ow owl	oi oil	oy boy	aw saw	au  auto	ar star
or corn	er ladder	ir bird	ur nurse		

* soft c - cent

* soft g - giraffe

THESE LETTERS ARE OFTEN CONFUSED. DRILL ONE, NOT BOTH, TO CORRECT AN IDEA. IF THE PERSON CONFUSES *b* AND *d*, JUST DRILL THE *b*. FIND IT IN MANY PLACES. NOTE THAT THE LINE COMES FIRST, THEN THE CIRCLE IS ADDED.

RE: Letter Knowledge

P, Q, R and X, Y, Z

I must find a way of knowing
How those tricky lines are going.
Up and down and round about,
Does this line go in or out?

I don't know just how to make it.
I don't know just how to take it.
If I go below the line,
Will I be just right this time?

This can be so very confusing.
I'm not sure which letter I'm using.
M's and N's and B's and D's,
I's and L's and Q's and P's.

Seldom used are X and J,
Three different ways of writing A.
Three different ways of writing G.
This causes problems as you can see.

Letters, letters make the words.
Can I spell what I have heard?
I'll be saying every letter
Until I'm sure I know them better.

Count the letters, they're fifty-two;
All of which I wish I knew.
Practice, practice to remember.
Maybe I'll know them by September.

They're strange enough
When they're turned around,
Then I'll have to
Remember the sound.
If I learn them one by one,
I know that I'll remember some.
All this knowledge is what I need
Before I can really begin to read.

HOW CAN YOU HELP IN DEVELOPING YOUR CHILD'S INTELLIGENCE AND CREATIVITY?

FROM THE NEWSPAPER

1. Circle every familiar word.
2. Cut out familiar words; paste on a sheet of paper.
3. Write a story about a picture.
4. Underline, circle or make a list of words that end in: *es*, *ful*, *less*, *ous*, *ly*, *ing*, *ness*; or that begin with *bl*, *cl*, *pl*, *sl*, *gl*, *br*, *cr*, *dr*, *fl*, *fr*, *tr*, etc.
5. After a selected article is read, it can be told or written in the person's own words.
6. Make a booklet using pictures, commercials or advertisements.
7. Cut out a headline and write an original story for it.
8. Find compound words, which are two words in one, such as *without*, *headlight*, *seashore*, *everyone*, *bathroom*, etc.
9. Look for one specific word to see how many times it occurs.
10. Classify words according to the way they begin: find 10 words that begin like *jet*, *boy*, *mother*, and *know*.
11. Classify pictures or words according to the subject: *animals*, *people*, *places*, *foods*, *furniture*, *modes of transportation*.
12. Examine a cartoon or comic strip. Explain the double meaning, the main idea, and/or the joke.

FROM OTHER EXPERIENCES

13. Use a word like "adventure"; write as many words as you can using the letters only as many times as they occur in the word; for instance, from *adventure* you can obtain, by changing the letters around, *true*, *van*, *are*, *trade* and about sixty others. Try using your own name and people's names in your family, in your school, in your church or historical names.
14. *Complete these statements:*
    A. *If I could be an animal, I would be a* _____ because . . .
    B. When I grow up, I plan to . . .
    C. My favorite person, musician, entertainer is _____ because . . .
    D. To make life better for someone else, I can . . .

LONG A

Name this letter: *a*. That is the sound of long *a*. Long *a* says its own name in the word. Long *a* is the sound at the beginning of *ate*, *ace*, *aim*, *ade*, *age* and *ape*. *Say them again and listen for the a*.

There are other *a* sounds, such as the *a* in apple, the *ă* in *far*, and the *ä* in *care*. But, the *ā* in *age* is the easiest one to remember because it has the same sound as the name of the letter.

Teach only a few words at the time. Put the ones that are hard to remember on small pieces of paper or file cards, about 4 inches by 4 inches.

It takes many days and many hours to learn to read. So, be patient, kind, pleasant and interesting as you try to help the person to remember the words. It should be a happy experience when you are trying to help someone.

Be sure to encourage the person. Say, "That is good" or "That is right", or some other expressions that will make the person want to do more and more. A person always wants to know more if he has a good teacher.

When a word has the sound of long *a*, most of the time, there are two vowels in the word. The vowels are *a*, *e*, *i*, *o*, *u* and sometimes *y*.

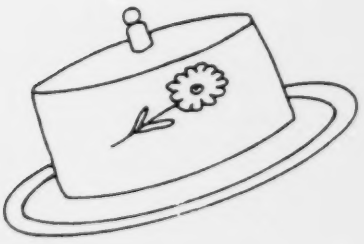
The person will repeat the words as the parent/teacher/instructor says each word. The person, who is listening, will repeat each word. Put the words on tape and the person can listen, study and learn.

RULE: **When 2 vowels are *together in a word*, name the first vowel. You do not name or sound the second one, so we call this a *silent vowel*.**

Example: *trāin*, *sāy*, *nāil*

RULE: **When 2 vowels are *in one syllable*, name the first vowel and skip the second one. A letter may be between the two vowels.**

Example: *cāke*, *grāde*, *stāte*



LONG A

LISTEN FOR THE SOUND OF *A* AS YOU SAY THESE:

made	laid	age	name	bane	main	bay
cade	aid	cage	came	cane	fain	day
fade	maid	gauge	blame	dane	Cain	gay
grade	paid	page	same	lane	gain	hay
jade	raid	rage	fame	pane	lain	jay
wade	Zaid	sage		sane	pain	lay
ade		stage		vane	rain	may
arcade		wage		mane	vain	nay
shade	wait				chain	stay
blade	gait		lame		train	say
trade	bait		flame		drain	way
parade	waiter		became		stain	ray
ape				faze	ace	
cape		bake		raze	face	
gape		cake		gaze	lace	play
rape		lake		haze	pace	gray
grape	ate	fake	wave	daze	race	pray
nape	date	Jake	cave	glaze	place	tray
shape	fate	make	Dave	craze	trace	clay
drape	gate	rake	gave	maze		slay
	late	sake	behave			cray
paste	plate	take	knave			crayon
haste	pate	wake	pave			
baste	sate	flake	rave		base	aim
waste	state	shake	save		case	claim
chaste	hate	awake	shave		vase	waist
taste	skate	mistake	forgave		chase	daisy

WHEN A WORD ENDS WITH THE SOUND OF *L*, THE LONG *A* BEFORE IT SOUNDS A LITTLE DIFFERENT. THIS *A* IS *L*-CONTROLLED. LISTEN AS YOU SAY THE WORDS.

bale	dale	hale	pale	bail	fail	hail
male	kale	sale	tale	jail	mail	nail
vale	whale	sail		pail	quail	rail
	shale			vail	avail	tail
						trail

ACTIVITY:

FIND TWO WORDS THAT SOUND EXACTLY ALIKE. THESE TWO WORDS ARE SAID THE SAME WAY, BUT THE MEANINGS ARE DIFFERENT AND THE SPELLINGS ARE DIFFERENT. Talk about the meanings. Use them in sentences. THESE WORDS ARE CALLED *HOMONYMS*.

****

If the person is young, it is better to skip the more difficult words for a while, especially those that begin with 2 consonants.

****

1. Do not gape at the shape of the grape.
2. He paid the maid to aid his mother.
3. The rain made a stain on the main chain.
4. The man did not fail to pay his bail when he went to jail.

LONG E

Name this letter: *e*. That is the sound of long *e*. Long *e* says its name. You can hear long *e* at the beginning of *eat*, *east*, *easy*, *eke* and *each*. You had to say *e* every time. How many vowels are in each of those words? Two.

If there are two vowels in a syllable and the first one is *e*, you will hear the first vowel (*e*) *but not the second one*.

Example: In *eat* you hear the *e* but not the *a*.

PRACTICE READING THESE OVER AND OVER AGAIN UNTIL YOU KNOW THEM.

me	deed	beet	pea	beek	beak	beep	heap
be	feed	feet	sea	leek	leak	deep	leap
we	need	greet	tea	meek	peak	jeep	reap
he	weed	meet	flea	peek	speak	keep	cheap
shee	seed	sweet	Bea	reek	teak	peep	
bee	heed	Heet	lea	seek	weak	steep	leave
fee	reed	sheet	beat	week		veep	weave
see	greed	sleet	heat	cheek		sweep	beave
gee	bleed	street	teat	least	crease	weep	beaver
wee	bead	mete	cheat	beast	grease	creep	green
free	read	Pete	treat	feast	lease	sleep	seen
tree	lead	plete	wheat	yeast			keen
three	plead	replete	eat	east			queen
glee		complete			each		teen
knee	seem	seam	peel	teal	beach		ween
tee	teem	team	feel	peal	leach	beech	screen
	deem	beam	heel	seal	bleach	leech	
		cream	kneel	real	peach	seech	bean
		dream	reel	heal	reach	beseech	dean
		ream	wheel		teach		jean
		gleam					lean
		steam					mean
		stream					
		scream					

DO THESE HAVE TWO VOWELS? WHICH OF THE VOWELS WILL YOU HEAR?

beef eke Reid leaf sheaf scene cede seize wheeze freeze ease please tease cheese peeve

ACTIVITY: Print one group of words that end alike on a chart or a long piece of lined paper. Learn to say them, spell them and use them in sentences.

MATCH the homonyms. Homonyms are words that sound the same, but are spelled in a different way and have different meanings.

MAKE a picture book of long *e* words. Draw the pictures or cut them from the newspaper. **PRINT** the word beneath the picture.

LONG I

When you say *i*, you are giving the sound that the vowel *i* has in a word. Long *i* is the first sound in *ivy*, *I'm*, *I'd*, *Ike* and *ice*. Say each word and listen for the sound of *i*.

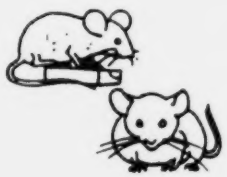
This same *i* sound, which is *long i*, usually has another vowel in the same syllable.

When there are two vowels in a word, and the first one is *i*, you will say and hear the sound of *long i*.

RULE: When two vowels are in a syllable, name the first vowel and skip the second one. We call the second one a silent vowel; there is no sound for this vowel.

WHAT ARE THE TWO VOWELS? WHICH ONE WILL GIVE THE SOUND? WHICH ONE IS SILENT? The vowels are *a*, *e*, *i*, *o*, *u* and *y*.

die	dye	bide	mime	ice	white	file
fie	rye	tide	lime	dice	bite	bile
hie	lye	chide	time	lice	site	guile
lie	sty	ride	chime	mice	lite	mile
pie	my	fide	rime	nice	mite	smile
tie	by	hide	dime	rice	nite	Nile
vie	cry	side		tice	vite	pile
died	try	bride	nine	entice	invite	while
tied	shy		wine	vice	spite	rile
lied	spy		dine		quite	dial
nied	cry		fine			style
tried	dry		line			
cried	fry		mine			drive
spied	fly		pine			dive
fried	sky		rine			hive
dried	wry		tine			five
dries	why		vine			rive
fries	rhyme		shine			arrive
cries			whine			live
flies						alive



THESE WORDS HAVE THE SOUND OF LONG *I*, BUT THERE IS ONLY ONE VOWEL IN EACH WORD.

bind	find	fight	night	might	wild	high
grind	hind	right	sight	tight	child	sigh
mind	wind	bright	flight	light	mild	thigh
	kind					guy
	behind					buy

WHICH WORD ABOVE TELLS ABOUT:

1. The heavens, s . .
2. A lady in a wedding, b . . . .
3. A color, w . . . .
4. The face of a clock and a phone, d . . .
5. A kind of tree, p . . .
6. A fruit, l . . .
7. A plant, v . . .
8. Small animals, m . . .
9. To eat, d . . .
10. Insects, l . . .
11. A grain, r . . .

ANSWERS: sky, bride, white, dial, pine, lime, vine, mice, dine, lice, rice.

LONG *O*

Name this letter: *o*. Long *o* says just what the letter says, *o*.

RULE: When two vowels are in a syllable, the first one is long. The second vowel has no sound at all. If the first vowel is *o*, you will hear and/or say the sound of long *o*.
Long *o* is the first sound in *oh*, *open*, *OK*, *ode*, *own*, *owe* and *oats*. Say these words over and over again until you find the sound that is in each word (the sound of long *o*).

LISTEN FOR THE SOUND OF LONG *O* AS YOU SAY EACH WORD.

goad	code	Rome	bone	toast	cope	Coe
load	bode	home	cone	boast	dope	doe
toad	abode	dome	hone	coast	grope	foe
road	mode	Nome	lone	roast	hope	hoe
	node	pome	pone		lope	Joe
	ode		tone		mope	Moe
		loam	zone		nope	Moe
		foam	shone		rope	roe
			stone		pope	toe
			throne	most		woe
				host		
	oat	coach	loan	post		dough
	boat	poach	moan	ghost	soap	though
	goat	roach	groan			
	moat					
	gloat					

THESE HAVE THE SOUND OF LONG *O* EVEN THOUGH THERE IS ONLY ONE VOWEL.

			coke			
vote			doke			
dote			evoke			
mote			poke	told	bow	owe
rote		role	awoke		tow	
note		pole	woke	gold	row	own
pose	goes	dole	broke		mow	
nose	hoes	mole	toke	fold	sow	flown
hose	toes	hole	token		know	
close		sole	joke	bold	show	sown
rose	shoal		yoke		low	
chose	goal	soul	yolk	cold	blow	grown
those	coal			hold	crow	
froze	loaf	stole	soak		grow	known
				mold	flow	
				sold	slow	mown
					snow	
				old	throw	bowl

ACTIVITY: Match the homonyms (words that are pronounced the same way, but are spelled differently and have different meanings).

Draw pictures of ten of the words above. Print the word under the picture.

Name the words that rhyme in each sentence.

1. The gold was sold in a mold after it got cold.
2. Pose with the rose near your nose.
3. There was a hole in the sole and a mole on the pole.
4. The dome on my home is covered with foam.

LONG U

Long *u* is the first sound that you hear in *use* and *you*. You can hear the *u* sound in these words below.

due	cube	June	use	cute	rude
bue	tube	tune	fuse	lute	nude
imbue	lube	dune	muse	mute	crude
cue			cuse	flute	Jude
glue			accuse		tude
hue	rule	suit			attitude
rue	Yule	fruit			
Sue	mule				
vue	tulle	fume			
revue		plume			
blue					

FIND THE RHYMING WORDS AT THE END OF THE LINES, FOR EACH RHYME.

You look so cute
With a flute and a lute.

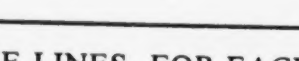
The television tube
Has the shape of a cube.

The bill is your cue
That the money is due.

If you don't like this fruit,
Another may suit.

ACTIVITY: The dictionary shows the sound of long *u* by putting a macron or line over the long vowel. Print all of the words above. Say each word aloud as you copy it. Put a line over the long *u*.

EXAMPLE: *use*



COPY THESE WORDS: PUT AN *E* ON THE END TO MAKE A NEW WORD. THIS WILL MAKE THE SHORT VOWEL LONG. THE FIRST *U* WILL BE SHORT. THE SECOND *U* WILL BE LONG.

cub *hug* *tub* *plum* *cut*

WHAT A DIFFERENCE A VOWEL CAN MAKE! NAME THE VOWEL IN EACH WORD. BE SURE TO GIVE EACH THE PROPER VOWEL SOUND.

Jake, June	*cave, cure*	*tape, tube*
save, sure	*fuss, fuse*	*duck, duke*
dune, dane	*cape, cube*	*cube, cane*
tine, tune	*mule, male*	*fame, fume*

SHORT A

Short *a* has the same sound which is in *apple*.

What is the first sound that comes out of your throat when you say *apple*?

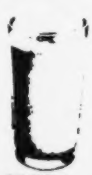
REMEMBER TO GIVE THE SOUND - NOT THE NAME OF THE LETTER.

Tell the person to repeat these words when you say them: (one at the time) *apple, ant, an, am, after, answer, absent, ask, Adam, add, act, alley, alley, ash, at, as.*

Now, say them again and tell the person to listen for the sound of short *a* as in *apple*.

Listen for that same sound in the middle of these words: (The person will say the word after you say it. Use a sheet of paper to underline the word; the person's eyes will stay on the word that you are saying.)

bad	bat	back	tac	gas	bam	bag
cad	cat	black	sac	has	cam	gag
Dad	brat	hack	brac	vas	dam	hag
fad	chat	Jack	lac		gam	lag
gad	fat	Mack		pass	ham	mag
had	hat	pack	band	mass	lamb	rag
lad	lat	rack	land	lass	jam	sag
mad	mat	tack	hand	grass	jamb	wag
pad	gnat (nat)	track	sand		ram	
sad	pat		stand	cast	Sam	cal
tad	rat	act	and	vast		dal
Brad	sat	fact	strand	fast	ask	gal
glad	spat	pact	grand	past	task	mal
	slat	lact		mast	mask	pal
	tat			nast	flask	tal
	vat		batch		task	val
		cap	catch	raft	cab	
		dap	latch		dab	ban
bath	bash	flap	match		hab	
wrath	cash	clap	patch		jab	can
math	dash	grap	natch	lamp	lab	Dan
path	fash	hap	satch	camp	nab	fan
hath	gash	Jap	snatch	clamp	rab	gan
cath	hash	lap		stamp	stab	man
fath	lash	map	wax	damp		pan
gath	mash	nap	tax	hamp		ran
lath	rash	tap	Max	ramp		tan
rath	sash	yap	sax	vamp		began



RULE: WHEN A WORD (OR SYLLABLE) HAS ONE VOWEL AND ENDS WITH A CONSONANT, THE SOUND OF THE VOWEL IS OFTEN SHORT: THE VOWEL HAS THE SOUND OF *A* AS IN *APPLE*.

ACTIVITY: Print each of the words that end alike on a separate sheet of paper. Show the person the likeness in the ending sound and in the spelling. Drill only seven (7) words at the time, until the person remembers them. Then teach 7 more.

SHORT A

The person knows the name and the sound of each letter. Blend the consonant sound with the sound of short *a*, as in *apple*. All of the words that begin with the same two letters have the same sound. To pronounce the word, add the ending sound.

REMEMBER: Teach one word at the time, one line at the time. Repeat the same line until the person remembers. **PRINT** words that are hard to remember on a separate sheet of paper for further study and discussion.

ba	- bad	back	bam	bag	bath	bash	ban	batch	band	
ca	- cad	cat	cam	cath	cash	can	cap	cast	catch	camp
da	- Dad	das	dab	dash	Dan	dap	dam	damp		
fa	- fad	fat	fact	fas	fab	fash	fam	fan		
ga	- gad	gas	gav	gab	gaf	gal	gam	gan	gap	

****

ha	- had	hat	hack	has	ham	hag	hath	hamp	hab	hash	hand
ja	- Jack	jam	jag	jab	Jan	Jap	Jac	jad	jaf	jazz	jax
ka	- kab	kang	Kan	kap	kash	kat					
la	- lad	lack	lag	lath	latch	lab	lash	land	lap	lax	last
ma	- mad	mat	Mack	match	mas	mag	math	Max	mash	man	map
na	- nat	nas	nag	nab	Nan	nap	gnash	gnat	*(you do not hear g)*		
pa	- pad	pat	pack	pass	path	pab	pan	past	patch	pax	
ra	- rat	rack	ram	rag	rath	rab	rash	ran	rap	ramp	
sa	- sad	sat	sack	sas	Sam	sag	sash	sand	sap	sax	
ta	- tad	tack	task	tam	tab	tan	tap	tax	tax		
va	- vat	vac	vas	vast	val	vam	vamp	van	vad		
wa	- wax	wag	wack	wagon							

TALK ABOUT THE MEANINGS OF THE WORDS. USE THE DICTIONARY.

ACTIVITY: Tape the words. The person can listen to the tape and read the words as he listens.

SHORT A

REMEMBER: Learning to read is a slow process, so please be kind, patient and pleasant.

Go over the same thing many times, in many different ways. You read, then let the other person read; alternate with words.

Praise the person for each correct response. Say "good", "right", or "correct". If the person makes a mistake, say, "Let's do that again". Tell him the right answer.

Fussing, yelling and insulting remarks are NOT allowed.

Use file cards or small pieces of paper to make flashcards. Print a separate word on each flashcard and show them one at the time.

FOR READING PRACTICE:

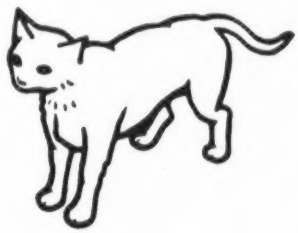
Nan had a fat rat in her hand. The fat rat had a bath. The rat ran pass the lamp, to the pan. The cat dashed after the rat. Nan dashed after the cat.

The rat ran very fast. The cat ran faster and faster. Nan ran faster and faster and faster. They all landed in the vat of pancake batter.

Dad was a fat man. Dad was mad. He did not want to be fat. He was too fat to ride in the cab. When he sat in the back, the tire went flat. The fat Dad was sad and mad, too. The cab driver was sad and mad, too.

FOR DICTATION: The person can write the sentences as you read them to him. This means that you must practice reading and spelling the words first. Take one sentence at the time.

1. The sand in the sack was tan.
2. The rat in the van ran fast.
3. The lad's cap was as flat as a pan.
4. The cat will wag his tail if he is mad.



ADD *es* TO MAKE NEW WORDS:

cash *dash* *gas* *match* *pass* *rash* *sash* ANSWERS BELOW:

ANSWERS: *cashes* *dashes* *gases* *matches* *passes* *rashes* *sashes*

Adding *es* makes the words have two parts or two syllables.

NOW! Review all of the work on *Short a* as in *apple*. Give the person a reward for getting the work correct. Say the jingle:

Apple, apple, apple, ă, ă, ă, (Sound of short a)

Apple has the a sound, ă, ă, ă (not the letter name, but the letter sound).

SHORT E

Short *e* is the first sound in *exit*, *Ed*, *echo* and *effort*. Say each word again. What is the first sound that comes out of your throat when you begin each word? That is the sound of short *e*.

Whenever you want to remember the sound of short *e*, say *EXIT*. The first sound in *exit* is the sound of short *e*. Say the jingle:

Exit, Exit, Exit, ĕ, ĕ, ĕ,
Exit has the e sound, ĕ, ĕ, ĕ.

(Say the sound of short *e* and not the name of the letter.)

THIS SAME SOUND OF SHORT *E* IS IN THE MIDDLE OF THE WORDS BELOW.

bed	beck	bet	Ben	lend	nest	hex
ded	heck	get	den	bend	best	lex
fed	check	het	then	wend	west	sex
led	deck	let	fen	vend	test	vex
med	speck	met	gen	send	lest	nex
ked	peck	net	hen	dend	lest	nex
ped	reck	pet	men	fend	hest	rex
red	wreck	ret	pen	gend	pest	dent
ted	neck	set	wren	pend	quest	cent
Ted		wet	ten	rend	rest	bent
wed		vet	ven	tend	zest	lent
		yet	ken			sent
		tet			tent	
beg	bell	left	tem	fess	hep	vent
leg	dell	rev	fem	chess	pep	web
meg	fell	sev	hem	less	step	Deb
neg	sell	Bev	them	mess	wep	Feb
peg	well	dev	stem	cess	Sep	neb
keg	jell	lev	dem	Hess	tep	reb
	spell	nev	lem	ness	kep	
			sem	Bess		

PRACTICE READING THESE SENTENCES ALOUD. PICK OUT THE WORDS THAT HAVE THE SOUND OF SHORT *e*.

Ben's pet was in the web. Ben set the net on the pet bird. The pet bird pecked his leg. Ben said, "You are a pest, not a pet. Look at this mess on the desk."

The pet pecked Ben on the neck. Ben said, "Let me get a nest for this red pest. Then she can set her eggs in her nest.

The pet gave Ben another peck on the neck.

FIND THE WORDS THAT RHYME AND END ALIKE:

When Ted stepped on the bell,
His leg began to swell.

When Ed went to the deck,
The wren gave him a peck.

When the pest began to beg,
The vet bent his leg.

When the men went for the test,
They were sent to rest.

SHORT E

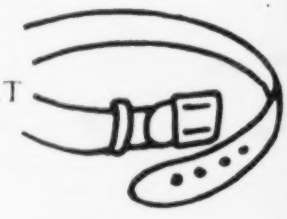
Use your tape recorder to record the words on this page. The person can listen, first, then read along with the tape.

Below are words, parts of words, or nonsense syllables for practice. Use your dictionary to help you to discuss the meanings of those that are words. Use them in sentences.

be	- bed	beck	bet	Ben	bend	beg	bell	Bev	best	bent	
ce	- cent	cet	cend	cep	cept	cev	ced	cef	cel	cem	ces
de	- ded	deck	det	den	dend	dex	dell	dev	dem	Deb	
fe	- fed	fen	fend	fest	fell	fem	fess	Feb			
ge	- ged	get	guest	geth	geck	geld	(*g* sound as in *goat*)				
he	- heck	het	hen	hest	hex	hem	Hess	hep			
je	- jet	Jen	jest	jell	jes	jest	jep				
ke	- ked	Keck	ket	ken	kest	Kent	keg	Kev	Kess	kep	kept
le	- led	let	len	lend	lest	lex	leg	lent	lev	lem	less	leb
me	- med	met	men	mend	mex	ment	meg	mell	meld	mem	mess	
ne	- ned	neck	net	nex	neg	Nell	nev	ness	neb	nem	nep	
pe	- ped	peck	pet	pen	pend	pest	pex	peg	pell	peb	pep	
que	- ques	quest	quell	quen	quench						
re	- reb	red	reck	ret	ren	rend	rest	rex	reg	rev	rem	rep
se	- sed	set	send	sex	sent	sell	sev	sem	Sep	sez		
te	- Ted	tet	ten	tend	test	tex	text	tell	tem	tep		
ve	- ved	vet	ven	vend	vest	vex	vell	vem	vess	vep	veb	
we	- wed	web	wen	wend	west	well	went	wep	wept	wet		
ze	- zed	zeb	zes	zest	zell	zep	zend	zet	zem	zeck		

TRY THESE FOR PRACTICE:

MELD	HELD	GELD	WELD	MELT	WELT	FELT	CELT
meld	held	geld	weld	melt	welt	felt	Celt
wench	wrench	bench	stench	hench			



SHORT I

Indian, *is*, *it*, *itch*, *in*, *ink*, nad *ill*; all begin with the sound of short *i*. Say the words again. Listen for the first sound that comes out of your throat. That is the sound of short *i*.

Say the jingle and make the sound of short *i* when you see this: *i*.

i, *i*, *i*: I can remember it,
Indian has the i sound: *i*, *i*, *i*.

Indian

These words can be put on tape. First, the person can listen; then the person can put the words on tape, himself.

bib	bid	bill	bip	bit	pig	bin
nib	fid	ill	chip	it	big	in
fib	lid	chill	dip	fit	cig	din
lib	rid	dill	flip	hit	fig	gin
rib	Sid	fill	hip	lit	dig	kin
sib	tid	hill	lip	mit	wig	rin
tib	did	mill	gyp	nit	gig	sin
	gid	pill	nip	pit	rig	tin
	hid	quill	pip	quit	sig	vin
	pid	rill	quip	Rit	zig	thin
	quid	sill	rip	sit	tig	
	vid	still	sip	vit		
	wid	will	tip	wit		
		till	zip			
			whip			
Dick	pink	pith				
pick	sink	with	mist	tint	dish	him
lick	link	myth	fist	lint	fish	limb
tick	mink	zither	list	mint	wish	Jim
Mick	rink	zither		quint	nish	rim
kick	tink	hither	kiss	wint	lish	dim
sick	wink	whither	miss	winter		whim
wick	blink		hiss	hint		Tim
Nick	think					
quick				lift		
Rick				gift		
Vick				rift		
				drift		
				sift		

ACTIVITY: Find the word (or syllable) in the dictionary. Add other letters to make a longer word.

UNDERLINE THE WORDS WITH SHORT I. ADD TO THE STORY.

Sid hid the pig in the sink. The pig was with the fish. The fish and the pig got sick.

Jim hit Sid with a whip. Sid was quick to run. But, the lick hit him on the hip. So, Sid was sick, too.

Jim had to lift the fish and the pig from the sink. Jim had one wish: to kick Sid and the pig. Did Jim think right?

SHORT I

REMEMBER: Teach one word at the time, one line at the time. Remind the person of the sound of short *i* as in *Indian*.

Below are words, parts of words or nonsense syllables for practice. Discuss those that are words. Add other syllables or letters to make longer words.

bi	- bib	bid	bill	bip	bit	big	bin	Bill	Bic		
di	- did	dill	dip	dig	din	Dick	dith	dish	dim		
fi	- fib	fid	fill	fit	fig	fin	fist	fish			
gi	- gid	gill	gig	gif	gift	gish	giv	giz			
hi	- hid	hill	hip	hit	hin	hick	hith	hiss	him	hint	
ji	- jib	jid	Jill	jit	jig	jin	jinx	Jim	jif		
ki	- kid	kill	kit	kin	kick	kink	kith	kiss	kish	Kim	
li	- lib	lid	Lil	lip	lit	lin	lint	lick	link	list	lift
mi	- mid	mill	mit	min	Mick	mink	mist	miss	mint	miff	
ni	- nib	nil	nip	nit	nig	Nick	nish	nim			
pi	- pic	pid	pill	pip	pit	pig	pin	pick	pink	pith	pick
qui	- quid	quick	quin	quint	quib	quill	quit	quip			
ri	- rib	rid	rill	rip	Rit	rig	Rin	Rick	rink	rist	rift
si	- sib	Sid	sill	sip	sit	sig	sin	sick	sink	sim	sil
ti	- tib	tid	till	tip	tin	tick	tink	Tim	tis	tiv	
vi	- vid	vil	vit	vig	vin	Vick	vist	vint	vic	vish	vim
wi	- wid	will	wit	wig	win	wick	wink	with	wint	wish	
zi	- zip	zith	zig	zish	zin	zib	zil	zim	zinc		

ACTIVITY: Look at the words below. In each word there is a syllable that contains short *i*. Find it and say it.

silver	furnish	winter	tulip	toothpick	quintuplet	bitter	
fiddle	selfish	giving	liberate	turnip	tinker	zipper	
signal	simulate	devil	video	active	Curtis	nimble	into

SHORT O

It takes a long time to learn to read well. Go slowly and surely. One word at a time is the best way. Discuss the meanings of words that are used often.

A good instructor makes learning interesting and puts fun into the work. Rewards make the other person try harder.

The sound of short *o* is at the beginning of *octopus*, *ox*, opposite, *October*, *object*, *Oscar* and *opera*. Say the words again and listen for the first sound that you make when you say each one. That is the sound of short *o*. Here is the jingle:

Octopus. October: They both begin with ŏ.
O, o, o; O, o, o.
(Do not name the letter, but give the sound of short *o*)

Whenever you want to remember the sound of short *o*, think of the first sound of *octopus*. That sound is between the two consonants in these:

Bob	bod	bop	bot	cock	* dog	* bon
cob	cod	cop	cot	dock	bog	con
fob	fod	dop	dot	hock	cog	don
gob	god	hop	got	jock	gog	fon
hob	hod	lop	hot	lock	hog	gon
job	jod	mop	jot	mock	jog	hon
lob	mod	pop	let	nock	log	lon
mob	nod	sop	not	pock	nog	mon
nob	pod	top	pot	rock	sog	non
sob	rod	chop	rot	sock	tog	pon
rob	sod	stop	tot	tock	fog	yon
* cost	* doll	* cos	* coff	* com	Josh	box
lost	col	moss	doff	Mom	posh	Cox
frost	hol	ros	lo-	vom	gosh	dox
bond	Mol	foss	soft	Tom	losh	fox
fond	vol	.os		bomb	tosh	lox
pond		doss		som		pox

* THESE HAVE THE SOUND OF THE *O* IN OSTRICH.

FIND THE SHORT *O* WORDS. PRACTICE READING THE STORY.

Bob had a bomb. It was in a box. The bomb dropped from Bob's pocket. It shot past the dock. The shot from the bomb made a fog. The shot popped so loud. Molly hopped up and down. She felt hot from the shot. Molly sobbed and sobbed.

Uncle Josh said, "Stop crying. The bomb is gone." Mother nodded and said, "Don't be afraid. Let's buy a box of popcorn and some soda pop." Molly forgot about the shot and thought about the pop.

SHORT O

Octopus begins with the sound of short *o*. *Ostrich* and *on* begin with a sound of short *o* that is just a little different. As you say each word, think of its meaning and think of a word that rhymes with it. That will help you in making the sound.

bo - Bob	bod	bop	bot	bog	bon	Bost	box			
co - cob	cod	cop	cot	cock	cog	con	cost	col	cos	coff
do - Dob	dod	dot	dock	dox	dog	don	doff	doll	dom	
fo - fob	fod	fox	fog	fon	fond	fol	fos			
go - gob	god	got	gog	gon	gosh	God				
ho - hob	hod	hop	hot	hock	hog	Hon	hol	hos		
jo - job	jod	jot	jock	jog	jol	josh	Josh			
lo - lob	lop	lot	lock	log	lon	lost	loft	losh	lox	
mo - mob	mod	mop	mot	mock	Mol	moss	Mom	Molly		
no - nob	nod	not	nock	nog	non	nox	nos			
po - pod	pop	pot	pock	pon	pond	posh	pox	pov		
ro - rob	rod	rot	rock	ron	ros	Ron				
so - sob	sod	sot	sock	sop	sox	soft				
to - tod	top	tot	tock	tox	tog	Tom	tosh			
vo - vox	yo - yon		wo - wog							

CAN YOU SAY THESE?

flop	plot	odd	frog	flock	prop	clock
body	bottle	bonfire	Boston	boxer	column	
cosmos	dominate	dodge	lodge	podge	follow	
fossil	fondly	hollow	hospital	jolly	Joshua	
lobster	pantion	jockey	cockpit	modern	hayloft	
beyond	wonder	toxic	roster	nostril	mackintosh	
pocket	popcorn	poverty	toddler	chock	chickenpox	

SHORT U

The sound of short *u* is at the beginning of *umbrella*, *uncle*, *up*, *us*, *utter*, *ugly*, *usher* and *under*. What is the sound of short *u*? It is the first sound to come out of your mouth when you say *up*. Short *u* is the first sound in your throat when you say the *um* in *umbrella* (um brel' la -, the accent is on the second syllable). Practice the jingle:

U as in umbrella: U, ŭ, ŭ,
Umbrella has the u sound: u, ŭ, ŭ.
(Do not name the letter *u*, but make the sound of short *u* when you are saying the jingle.)

THE SOUND OF SHORT *U* IS IN THESE WORDS: Some are nonsense syllables or parts of words. Use your dictionary to clarify meanings.

bub	bud	bum	bump	bug	cup	buck	bun
tub	cud	cum	dump	dug	up	duck	cun
cub	fud	dum	hump	rug	sup	huck	dun
dub	hud	fum	jump	sug	pup	luck	fun
hub	lud	gum	lump	tug	rup	muck	gun
lub	mud	hum	pump	hug		nuck	hun
pub	sud	lum	clump	jug	buff	puck	nun
rub	tud	mum	sump	lug	cuff	suck	pun
sub	rud	num	rump	mug	guff	tuck	sun
tub		rum	stump	pug	huff	shuck	run
vub		sum			muff	ruck	vun
		tum			puff		
		vum			suff		
					Duff		
but	gush	cull		lunch		fudge	bus
cut	rush	mull		bunch	such	judge	cus
gut	mush	dull		hunch	much	sludge	dus
jut	hush	hull		punch	hutch	nudge	fus
mut	lush	null		crunch	clutch	budge	gus
nut	brush	vul		munch	Dutch	cudge	hus
rut		nul					lus
vut		mul			bust	rung	mus
putt (golf)					dust	rung	mus
					gust	dung	rus
					lust	sung	vus
					must	swung	
					rust	hung	

STORY TO PRACTICE:

"What did you have for lunch?" asked Bud. "I had corn mush, a sub with mustard, a bun, ten butternuts, Dutch apple pie, fudge, a mug of custard, a bunch of grapes, peanut crunch, a cup of punch, and a jug of water," answered Gus. "I have such a time with the water. I can't eat much."

ACTIVITY: DRAW A PICTURE OF EACH THING GUS HAD. PRINT THE WORDS UNDER THE PICTURES.

SHORT U

The first sound in *umbrella* and *us* is the sound of short *u*. Each of the words below have the sound of short *u*. Read these over many times until you know them all.

bu	- bub	bud	bum	bug	buck	bun	but	bunch	bust	budge	bus
cu	- cub	cud	cum	cup	cun	cut	cull	cudge	cus	cuff	
du	- dub	dud	dum	dug	duck	dun	dull	Dutch	dust	dung	dus
fu	- fud	fum	fun	fudge	fus	fuss					
gu	- gum	gup	gun	gut	gush	gull	gust	gung	gus		
hu	- hub	hud	hum	hug	huff	huck	hun	hus	hut	hush	hull
ju	- jud	jum	jug	jut	judge	jung	jus	jump	just		
lu	- lub	lud	lum	lug	lup	luck	lun	lunch	lush	lull	lust
mu	- mud	mum	mug	muff	muck	mun	mut	mush	mull	much	munch
nu	- nub	nud	num	nug	nuck	nun	nut	nul	nudge	nus	nush
pu	- pub	pud	pum	pug	puff	pup	puck	pun	punch	pus	pudge
ru	- rub	rud	rum	rug	rup	ruff	ruck	run	rut	rush	rust
su	- sub	sud	sum	sug	sup	suff	suck	sun	sut	such	sus
tu	- tub	tum	tug	tup	tuck	tung	tus				

punt runt bunt hunt number annul mushroom huckster

SING THESE RHYMES:

The pup was in the tub,
He did not want a rub,
When he saw the cub,
Eating all the sub.

I have nuts to crunch
And a sandwich to munch,
But I have no punch,
To sip with my lunch.

WORDS WITH THE *R* BLEND (usually with one vowel in a syllable)

AR

arm	art	car	park	yarn	card	chard
farm	cart	mar	lark	barn	yard	harp
harm	dart	jar	dark	darn	bard	sharp
larm	mart	par	bark	warn		
alarm	part	star	ark			
charm	start	bar	stark			
marm	charm	tar	mark			
	tart	scar	market			
	smart	scarf				

ER

The sound of *er* is in *her*, *irk* and *fur*. In the syllables below. This sound is spelled *e-r*.

ber	der	fer	ger (jer)	ker	ler	mer
ner	ver	per	ser	per		

ACTIVITY: Find the *er* sound in each word below. Try to say the whole word.

September	October	November	December	servant	under	refer
infer	worker	antler	summer	number	garner	winter
over	never	were	herd	perch	berth	
jerk	mermaid	partner	paper	beserk	verse	
serve	nerve	nervous	member			

IR

Ir has the same sound as *er*. You hear the sound at the beginning of *irk*.

fir	dirt	shirt	mirth	chirp	irk	syrup
sir	bird	girl	girth	first	quirk	myrrh
stir	third	whirl	birth	circus		

UR

When you see *ur* in a word, most of the time, you make the same sound that you make when you see *er* or *ir*.

cur	burr	Hur	hurl	Turk	curse
fur	purr	hurt	furl	turkey	nurse
mur		turn	curl	disturb	purse
murmur		burn			burst

OR

In a *few* cases, you will find words or syllables with the same sound as *er*, *ir* and *ur* spelled *or*.

work	word	world	worry	worse	worst
worth	worm	worship	attorney	thorough	

WORDS WITH THE *R* BLEND

OR

The usual sound of *or* is found at the beginning of *order*.
This same sound of *or* is in the words below.

Moore	gore	for
door	bore	nor
floor	core	born
poor	fore	torn
	lore	corn
	more	lorn
	pore	forlorn
	shore	shorn
	store	horn

When *or* is at the end of a word, it has the sound of the schwa ə. The schwa is the same sound that is at the beginning of *about*.

doctor	professor	major	rumor
author	minor	sailor	armor
color	honor	flavor	scissors
favor	labor	janitor	neighbor
odor	humor	visor	razor
motor	tumor		actor

ə schwa sound
a as in *about*

****

"*the*" has the schwa sound, when spoken before a consonant sound:

Put **the** book on **the** table with **the** pencil.

"*a*" is a word that has the schwa sound, when spoken before a word that begins with a consonant sound:

A person needs **a** driver's license in order to drive **a** car.

MANY PEOPLE MAKE THE MISTAKE OF CALLING THE NAME OF THE LETTER INSTEAD OF GIVING THE WORD "*A*" THE SCHWA SOUND AS IN *ABOUT*.

****

MAKE A LIMERICK WITH THE SAME RHYTHM AND RHYME AS THE ONE BELOW: (Use some of the words above.)

The author was quite a bore,
But someone you couldn't ignore;
All heard the rumor:
He had no sense of humor;
He was a neighbor and nothing more.

LONG VOWEL SOUNDS WITH THE *R* CONTROL

A long vowel says its own name in the word. If that long vowel is followed by *r*, it changes as you add the sound of *r*.

Examples: *bare, fare, fair*

When there are two vowels in a syllable with *r* between them, the sound of the first vowel is controlled by *r*.

When two vowels in a syllable are followed by *r*, the first vowel sound, which is long, is slightly changed as you blend the sound of *r* to complete the word, or syllable.

LONG A WITH *R* CONTROL

bare	care	dare	hare	mare	pare	rare	bear
stare	tare	ware	share	hair	lair	Nair	tear
pair	stair	flare	flair	fair	chair	air	pear
wear							

LONG E WITH *R* CONTROL

beer	cheer	jeer	leer	peer	seer	veer
dear	fear	gear	hear	near	rear	sear
tear	here	mere				

LONG I WITH *R* CONTROL

dire	fire	hire	mire	sire	tire	wire
pyre	lyre					

LONG U WITH *R* CONTROL *(You're Sound)*

pure	lure	cure	dure	mure	nure
sure	allure	azure	endure	demure	manure

REMINDERS:

1. Study only a few words each day. Drill and review those words until the person remembers them all. Talk about the meanings. Use the words in sentences.
2. It takes a long time to learn to read. The instructor must be patient, pleasant and interesting.
3. Make flashcards from file cards or small pieces of paper, 4 inches by 4 inches. PRINT the troublesome words on these, (one on each flashcard) and show them one at the time.

CONSONANT DIGRAPHS: *ONE SOUND FROM TWO LETTERS*

When you see *sh* in a word, give it the sound that begins *she* and *shoes*.

shall	shot	sharp	shoot	shy	fish	bush
shade	should	sheet	shock	short	fresh	brush
shape	shoulder	sheep	shrill	shear	rush	flash
ship	show	shell	shrink	sheath	wash	flesh
shelter	shrub	sheaves	wish	flush		
cash	bushel	marsh	leash	furnish	perish	posh
crush	bishop	bashful	washable	finish	vanish	gosh

When you see *ch* in a word, give it the sound in *church*.

chief	chop	branch	reach	which	bachelor
child	cheek	each	rich	porch	treachery
children	cherry	inch	speech	lunch	duchess
chicken	chalk	march	such	coach	sandwich
choose	chapter	much	teach	search	spinach

Th has two sounds. The voiced sound of *th* is found at the beginning of *the*, *them*, *then*, *their*, *thee*, *these* and *they*.

Others are:

though	either	worthy	bathe	loathe	gather
that	father	bother	breathe	together	rhythm
there	further	farther	clothe	weather	fathom
those	neither	smother	seethe	whether	otherwise
thy	brother	northern	soothe	nevertheless	

To make the other sound of *th*, put your tongue between your teeth. As the air comes out of your mouth, make the vowel sound and finish saying the word. When you say *thank*, *thin*, *thing*, *think*, *thirty* and *thought* you are making the sound.

Others are:

thousand	thirst	cathedral	healthy	filth	athletic
thick	thorn	enthusiasm	mouth	oath	seventh
thirteen	thaw	sympathy	youth	sixth	mathematics
thunder	theft	arthritis	faith	moth	mirth
theme	thumb	everything	tooth	width	twelfth

Words that begin with *wh* are supposed to have the sound of *hw*. Look in the dictionary. The respelling beside the word tells you how to say each one. Examples are:

whack	whale	wheel	whip	where	which	whine
whimper	while	whimsy	when	whey	whiff	whisper

THE *R* BLENDS

Practice one row at the time. Learn the pronunciations and the meanings. As you study the words over and over again, you will learn to spell the words also.

bracelet	crack	drain	frankfurter	grab	practice
braid	cracker	drank	frame	grade	praise
brain	cradle	draw	free	grain	prance
brake	crane	drawer	freeze	grand	pray
branch	crate	drawn	freight	grant	prayer
brand	crawl	dream	fresh	grape	preach
brass	crayon	dreary	fraction	grass	prefix
brave	crazy	dress	Friday	grate	prepare
bread	cream	dried	frighten	gravy	present
break	creature	drew	fried	gray	president
breakfast	creep	drift	friend	graze	press
breathe	crew	drill	fringe	grease	pretty
breeze	crib	drink	frisky	greet	prey
brick	crisp	drip	frog	grind	price
bride	croak	drive	from	grin	pride
brides	crooked	drove	front	groan	print
bridegroom	crop	driven	frost	ground	prize
bridge	cross	drop	frown	group	proof
bright	crow	drown	froze	grow	proud
broad	crowd	drug	fruit	growl	prove
broadcast	crust	druggist	fry	gruff	prim
broken	crumb	drum	frisky	grumble	principal
brook	cruel	drunk	friction	grocer	prince
brush		dry	fragrant		problem

track	trade	tractor	trail	train	tramp
transom	trap	trash	travel	tray	treat
tree	trick	trim	trip	troop	trot
trouble	trout	truck	trudge	true	truly
trunk	trumpet	truth	try	trust	tremble

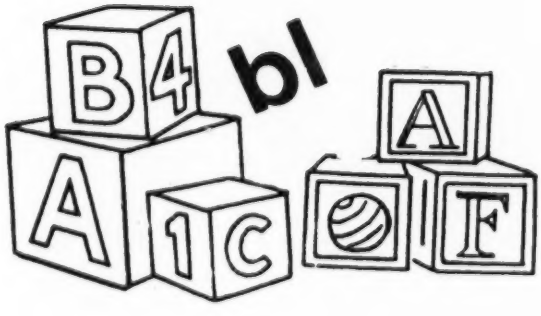
THE *L* BLENDS

In the words below, make the sound of both letters as a blend before you make the vowel sound; now blend all of the sounds in the word to complete it.

blanch	clad	flank	glass	place	slacks
black	class	flap	glance	plain	slant
bland	clash	flag	glad	plan	slam
blank	cling	flash	glitter	plane	slap
blend	click	flat	glib	planet	sled
bless	clock	flesh	glasses	plant	sleep
bliss	club	fled	glare	plate	sleepy
block	clever	flip	glider	play	sleeve
blot	clip	flint	globe	please	sleigh
bluff	clap	flock	glory	plenty	slept
blush	clench	flop	glove	plot	slice
blade	clay	flunk	glow	plow	slung
blame	clean	fluster	gleam	pluck	slowly
blaze	claim	flutter	glue	plum	slipper
bleed	climb	flake	gloomy	plumber	slope
bloom	clothes	flame	glee	plump	sling
blue	close	flavor	glimpse	pleasant	slick
blind	clue	fleas	glisten	plural	sly
blur	clear	flight	glancing	plus	slid
bled		flute		plunge	slide
		fly		plush	

STUDY ONE ROW AT THE TIME. KEEP REPEATING THE WORDS AND TALKING ABOUT THE MEANINGS UNTIL YOU REMEMBER THEM ALL.

Find more in the dictionary by looking for the first two letters.



bl

cl

pl

THE *S* BLENDS

scale
scalp
scamper
scare
scarf
scarlet
scatter
scold
scoop
scorch
scurry
scout

scramble
scrap
scrape
scratch
scream
screen
screw
scrub

skate
skeleton
ski
skid
skill
skim
skin
skip
skirt
skunk
sky
sketch

smack
small
smart
smash
smell
smog
smoke
smooth
smile
smoky
smoothly
Smith
smock

snail
snake
snap
snatch
sneeze
sniff
snorkel
snow
snug
snugly
snore
snap
snip
snag

space
spare
spark
sparkle
sparrow
speak
spade
spare
spear
speech
speed
spell
spend
spice
spill
spire
spite

splash
splendid
split

sprain
sprang
spread
spray

stack
stage
stable
stair
stalk
stall
stamp
stand
star
start
starve
state
station
stay
steal
stole
stick
stock
stuck
step
stew

straight
strange
stream
stretch

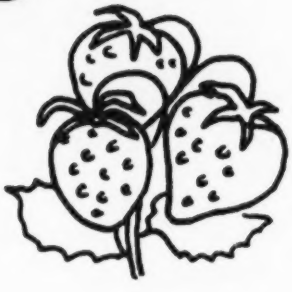
swallow
swampy
swan
sway
sweat
swift
swing
switch
swum

sweater
sweep
sweeper
sweet
swept
swim
swish
swoop
swam

spoon
spool
spy
spoil
spoken

sprinkle
sprout
spruce
sprung

ST



Spray

C WITH THE SOUND OF *S*

Sometimes *c* has the sound of *s*; or we can say that the *s* sound is spelled with a *c*. This is called the soft sound of *c*.

The hard sound of *c* has the *k* sound as in *cat*.

RULE: WHEN *E* COMES AFTER *C*, THE *C* HAS THE SOUND OF *S*
(most of the time).

ace	mace	dance	ice	price	fence
face	space	lance	nice	spice	hence
race	pace	chance	twice	rice	whence
trace	brace	glance	mice	vice	pence
place	grace	advance	splice	advice	
lace			slice		

wince	ounce	reduce	force	police	
quince	bounce	truce	source	niece	
pince	pounce	spruce	sauce	fleece	
mince	jounce	juice	scarce	Joyce	

ceiling	cedar	incense	celery	
cent	cell	century	December	
center	cement	certain		
central	census	cereal		

RULE: WHEN *C* IS FOLLOWED BY *I*, IT USUALLY HAS THE SOUND OF *S*.
This is the soft sound of *c*.

cider	cinch	cinder	circus	citizen	acid
cigar	cipher	Cinderella	cite	citrus	rancid
cinema	city	pencil		once	lucid
				accident	decide

ACTIVITY: Look in the dictionary for more words that begin with *ci* or *ce*. Beside the word, in the parenthesis ( ), it tells you how to say the word. This is called the respelling. In the respelling, notice how the *s* is used to begin the word.

RULE: IF *C* IS FOLLOWED BY *Y*, IT USUALLY HAS THE *S* SOUND.

bicycle	cyst	cymbal	cyclamate	Stacy	icy
unicycle	cypress	encyclopedia	mercy	Cynthia	spicy
motorcycle	cypher	cylinder	fancy	democracy	juicy

TWO SOUNDS OF *G*

The hard sound of *g* is the *g* as in *goat*.

The soft sound of *g* has the *j* sound as in *job*, *jay* and *jug*.

In some instances, when *g* is followed by *e*, the *g* has the soft sound. Practice saying the words below.

---

general	age	large	hodge	bridge	gelatin
gentle	cage	barge	podge	ridge	agency
gem	page	badge	lodge	smidgeon	oxygen
geography	stage	gadget	dodge	midget	urgent
edge	ledge	judge	sludge	knowledge	agent
wedge	pledge	fudge	grudge	college	digest
hedge	sedge	nudge	budget	suggest	surgeon
fledge	dredge	budge	fidget	danger	vegetable

In some instances, when *g* is followed by *i*, it has the soft sound of *g* which is the same as the sound of *j*.

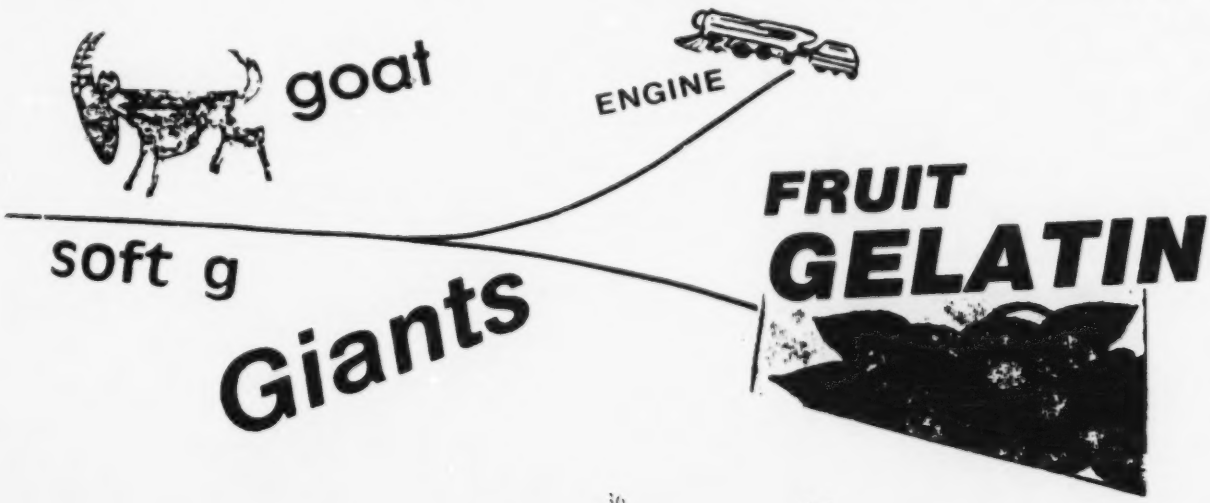
---

giant	ginger	magic	gibe	gill	rigid
engine	virgin	magician	gist	gin	fugitive
margin	eligible	fungi	longitude	surgical	agile
regiment	tragic	fragile	vigil	register	agitate

When *g* is followed by *y*, it usually has the *j* sound, or the soft *g* sound.

---

gym	gyp	clergy	biology	mythology	gyrate
allergy	gypsum	dingy	astrology	ecology	gyve
spongy	gypsy	orgy	apology	energy	gynecology



ING, ONG, UNG

Learn to say and use these words correctly; notice the tenses. The past participle always needs a helping word, such as *have*, *has*, *had*, *is* or *was*.

PRESENT TENSE	*PAST TENSE*	*PAST PARTICIPLE* (needs a helping word before it)
sing	sang	sung
ring	rang	rung
spring	sprang	sprung
fling	flung	flung
wring	wrung	wrung
sting	stung	stung
swing	swung	swung
sling	slung	slung
cling	clung	clung
bring	brought	brought
hang	hung	hung
	hanged	hanged

UNG

OTHER WORDS WITH THESE SOUNDS:

along	among	bring	belong	king	long	song
strong	thing	wing	wrong	string	bang	gang
lung	pang	throng	clang	dung	fang	song
hangar	gangster	twang	tungsten	thong	tang	tongs
hanger	sarong	orangutan	springy	stringy	ting	prong
	linger		finger			

When you say these words, make a nice clear *"ing"* sound at the end. Over-emphasize the ending until you form the habit of pronouncing it clearly.

being	evening	crossing	during	coming	going
morning	nothing	riding	clothing	saving	caring
talking	taking	reading	thinking	looking	listening
ringing	singing	stinging	clinging	swinging	hanging
					banging

ING

READ FOR PRACTICE. THEN MAKE UP SOME RHYMES AND WRITE THEM.

The bell is ringing:
Do you hear the ding-dong?
A bird is singing,
Do you hear the sing-song?

Begin the talking - walking,
Start the dancing - prancing,
Let's have eating and feasting.

How green is this thing?
How strong is its wing?

Who will be our king?
The one who can bring
The best diamond ring.

Call for wining and dining,
No time for whining and pining.

THE SOUND OF *QU*

In the words below, *qu* has the sound of *kw*. As a rule, you will see the *q* followed by *u* in a word. You will hardly see *q* by itself in an English word.

quarter	quick	quiz	quality	frequent	equator
queen	queer	quilt	qualify	square	quote
question	quote	require	banquet	squeeze	acquire
quite	quest	quotient	quota	squirrel	acquaint
quiet	quarrel	equal	adequate	squad	inquire
aqueduct	equitable	liquidate	requisition	aqua	

Sometimes *qu* has the sound of *k*.

bouquet	mosquito	turquoise	unique	antique	technique
plaque	physique	clique	picturesque	opaque	oblique

THE SOUND OF *X*

X may have the sound of *ks*; or we can say that the sound of *ks* is spelled *x* in the words below.

box	next	sex	suffix	exercise	exit
six	text	vex	prefix	luxury	galaxy
tax	fixed	lynx	exile	maximum	annex
ax	coax	relax	execute	toxic	paradox
ox	flax	laxative	oxygen	taxi	reflex

There are so many words that begin with *ex*. Look in the dictionary. Read all that you can. You will find others beside:

expect	explain	express	exchange	exclaim	excuse
expense	extend	exclud	xpand	extreme	extraordinary

Sometimes *x* has the sound of *z*, as in *xylophone*; there are others, too, which are not in frequent use.

A STORY TO READ. Find out who outfoxed the fox.

The fox and the lynx were in the box for six minutes. The fox could not relax for fear that he would vex the lynx. When the ox came along, the fox was quick to make his exit.

The reflex of the lynx can be toxic.

"The next time," said the fox, "I will exercise my right as a taxpayer to have my own box."

TWO SOUNDS FOR *OO*

When two *o*'s are together, they may have the sound of $\overline{oo}$ as in *too*.

soon	loop	spoon	fool	spool	cool	toot
boom	loose	broom	moon	stool	tooth	pool
tool	droop	shoot	boot	root	coop	stoop
shampoo	kangaroo	zoo	igloo	noodle	poodle	

Another sound of *oo* is found in *book*.

stood	crook	shook	wool	look	hook	foot
took	good	wood	hood	soot	rook	forsook

THE SOUND OF *OU*

In these words, *ou* has the same sound which begins *out*.

about	found	council	pronounce	trousers	arouse	vouch
account	ground	flour	scout	thousand	bounce	noun
amount	mountain	compound	scour	mouse	espouse	souse
cloud	mouth	couch	sprout	house	gouge	drought
doubt	pound	foul	unsound	douse	lounge	bough
			fountain			

TWO SOUNDS OF *OW*

These words have the same sound as the *ou* in *out*. If something hurts you, you may say *"OW!"*. This is the sound.

brown	howl	allow	brow	bow	bower
crowd	fowl	flower	shower	however	bowery
crown	growl	power	prowess	somehow	coward
drown	renown	powder	rowdy	browse	endow
gown	scowl	tower	vowel	drowse	endowment

The *ow* in these words has the sound of long *o*, which is the sound we hear in *"OH, NO!"*

bow	know	bestow	own	narrow	sparrow
blow	show	growth	bellows	tomorrow	wheelbarrow
bowl	snow	mow	gallows	yellow	window
lower	throw	mower	fellow	outgrow	scarecrow
below	glow	escrow	follow	shadow	meadow

LONG *A* SPELLED *EI*

Make the sound of long *a* when you see *ei* in the word.

rein	vein	veil	feign	feint	skein
reign	heinous	reindeer	eight	weight	sleigh
neigh	freight	eighty	eighteen	eighth	neighbor

When you see *ey* in the word, make the sound of long *a*.

obey	convey	purvey	grey	hey	prey
survey	they	whey	**greyhound**		

ture

THE SOUND OF *ture* AT THE END OF THE WORD

The sound of *ture* at the end of a word has the sound of *cher* (the schwa sound as in *a* in *about*) e

future	creature	nature	feature	picture	mixture
pasture	structure	capture	departure	culture	gesture
moisture	sculpture	lecture	signature	rapture	torture
fixture	puncture	fracture	adventure	posture	scripture
rupture		denture		sculpture	

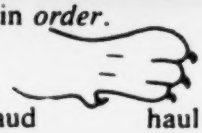
RULE: IF YOU ADD *ed* TO A WORD THAT ENDS IN *t* or *d*, another syllable is added to the word as *hunt*, *hunt ed*.

Each of the words below end with the *ed* sound:

panted	canted	ranted	slanted	rented	vented
hunted	lifted	gifted	sifted	drifted	frosted
bunted	punted	dusted	banded	landed	handed
sanded	mended	tended	bonded	funded	winded

AU, AW AND OTHER SOUNDS OF THE CIRCUMFLEX *O*

In the dictionary, the sound of the circumflex $\hat{o}$ is the same as the *or* in *order*.



Sometimes the *or* sound is spelled *au*.

cause	auction	fault	assault	exhaust	fraud	haul
pause	haunt	launch	applaud	taunt	taut	aura
clause	author	auto	audience	autumn	caution	audio
sausage	autograph	caucus	faucet	nausea	saucer	
autopsy	trauma	gauze	caught	haughty	slaughter	

Sometimes the *or* sound is spelled *aw*.

dawn	crawl	drawn	lawn	fawn	hawk	yawn
bawl	brawl	drawl	pawn	squawk	draw	law
jaw	saw	awful	lawyer	straw	claw	gnaw

Sometimes the *or* sound is spelled *ough*.

brought	thought	bought	fought	sought	wrought

This same sound is in the words below:

or	quart	quarter	war	warm	reward	
award	dwarf	quartz	swarm	ward	wardrobe	
warfare	warp	wharf	**wart**	water	walrus	

OI AND *OY*

When you say *oil*, you heard the sound of *oi* and *oy*. It is also, at the end of *boy*.

point	soil	appoint	avoid	boil	coin	join
spoil	joint	moist	noisy	loin	adenoid	toil
poison	toilet	doily	embroider	voice	rejoice	choice
destroy	enjoy	royal	voyage	annoy	employ	
decoy	loyal	disloyal	troy	cowboy	corduroy	

FOR PRACTICE: Did the boy enjoy the royal visit? Yes. The royal prince gave him a toy. The toy would coil like a snake. The toy did not have poison, though. This did not spoil his dinner. For dinner, he had boiled potatoes and broiled chicken. The boy, McKoy, had the whole leg joint. When he saw it, he pointed and said, "Look! O boy! I can eat the whole thing."

LE AT THE END OF A WORD

Each of the words below

Have the accent on the first syllable
End with the sound of *l*
Have silent *e*
Contain two parts or syllables

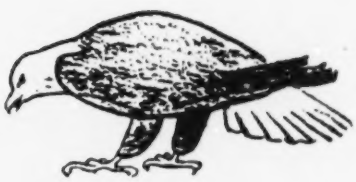
Rehearse this rhyme:

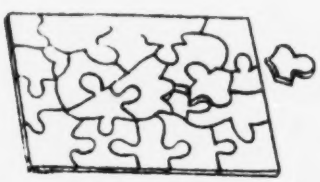
Piddle, middle, diddle,
Let me ask a riddle;
Who will play the fiddle?
Someone named Biddle.

pimple	title	article	single	bridle	double	pickle
example	battle	circle	struggle	middle	able	ruffle
people	gentle	uncle	jungle	candle	table	sample
simple	bottle	obstacle	mingle	huddle	trouble	wrinkle
temple	rattle	vehicle	tangle	meddle	noble	measles

Speak well and pronounce the words clearly:

1. The pimple on his temple was giving him trouble.
2. Do not meddle with the people in the middle of the huddle.
3. The battle, that they had in the jungle with the rattlesnake, was a real struggle.
4. They wrote an article about my uncle who drove his vehicle through an obstacle course as though it were very simple.





THE SOUND OF *AL* AND *ALL*

almost	also	always	altar	alternate	almanac	
altogether		altercation		salt	talk	
walk	chalk	exalt	halt	falter	bald	
balk	halter	palsy	palsied	scald	stalwart	
walrus	waltz	falsify	psaltery		calk	
	asphalt	cobalt	exaltation	falsetto	wherewithal	
ball	call	fall	hall	small	tall	wall
fallen	recall	baseball	befall	appall	gall	mall
forestall	Baltimore	hallway	pitfall	eyeball	basketball	

THE SOUND OF *AGE* AND *EGE* AT THE END OF WORDS

When words end with these two sounds, it sounds like short *i* blended with *j*. Say each word twice and listen for the sound.

college	passage	village	advantage	average	courage
manage	marriage	carriage	cottage	damage	image
package	privilege	savage	voyage	baggage	bandage
cabbage	challenge	foliage	luggage	mortgage	postage
sausage	storage	bondage	beverage	mileage	patronage
shortage	usage	lozenge	dosage	wreckage	orphanage

Make a list of all the words from this story that end alike.

Madge had a large luggage bag. In the baggage was cottage cheese, a package of sausage and three heads of cabbage.

Madge suggested, "Let's carry the baggage to the cottage in the village."

"What cottage?" asked the manager.

"The green cottage near the college." answered Madge. "I am paying the mortgage on that one. I hope that no damage was done to the cottage while I was on the voyage."

Madge thanked the manager for his help. She gave him a cold beverage to drink. Then he left in a carriage drawn by two horses.

EU AND *EW* AS THE LONG *U* SOUND

Listen for the *u* as in *use*, when you say these:

eulogy	feudal	neuter	neutral	neutron	pseudo
neurotic	pneumonia	Europe	deuce	neuralgia	eunuch

few	stew	sewage	whew	askew	jewelry
dew	pewter	brew	brewery	chew	eschew
renew	renewal	curfew	mildred	nephew	sinew
hew	sewer	ewe	lewd	newt	hewn

You, also, hear the sound of long *u* in

beauteous	beauty	beautiful	beautician

Which letters are the same in each of the words above?
How is the sound of long *u* spelled? With *eau*.

A STORY FOR YOU. Which words have the sound of long *u*?

When the wind blew, the crewmen **threw** the stew overboard. A few of the crew wore new coats. The wind blew. It blew so hard, that it blew the stew back to the crew. The members of the crew grew very angry.

They did not have a chance to chew any of the newts in the stew. The next time, they will screw the tables to the floor. What do you think happened?

EUREKA

REVIEW THE SOUND OF *AU (OR)*. How many are there below?

I brought five dollars to spend. In the shop, I bought ice cream and cake. The sweets that I bought cost one dollar and fifty cents.

My daughter wanted some because she saw me with some. I taught her to pause to say grace before eating. Before we ate our dessert, we bowed our heads to say 'thanks'.

DID YOU FIND 11? THINK OF THE MANY WAYS THAT THIS SOUND CAN BE SPELLED: THEN, YOU WILL FIND MORE.

REVIEW THE SOUND OF SOFT *G*: The clergy was not ready for marriage. With his budget, he could not make the pledge. So, he tried to dodge. Where did he lodge? He hid in the hedges as a fugitive. MAKE A LIST OF THE SOFT *G* WORDS.

SILENT *H*

In these words, you do not sound the *h*:

herb	honest	honor	hour	heir	shepherd	spaghetti
ghastly	ghost	aghast	ghetto	rheumatic	graham	vehicle

THE SOUND OF *PH*: *F*

The sound to make when you see *ph*, is the sound of *f*.

phone	elephant	photography	physical	biography
telephone	phase	atmosphere	phonics	dolphin
alphabet	diaphragm	gopher	sophon	microphone
morphine	pamphlet	apostrophe	triumphant	trophy
cellophane	lymph	hyphen	nephew	prophet
graph		esophagus	telegraph	seraphim

THE *F* SOUND SPELLED *GH*

enough	laugh	rough	slough	tough	laughter

THE SILENT *T*

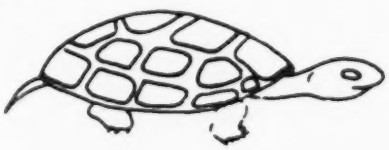
often	listen	glisten	hasten	moisten	castle
whistle	fasten	bristle	bustle	rustle	wrestle
apostle	christen	epistle	hustle	jostle	mistletoe
nestle	thistle	trestle	chestnut	Christmas	soften

RECITE THE WORDS WITH THE SOUND OF SILENT *T*.

Listen to the apostle. The apostle is reading an epistle. He is going to christen the baby. Then, the baby will nestle in the arms of his godmother.

USE YOUR DICTIONARY TO FIND THE ANSWERS.

1. Who is an apostle?
2. What is another word for an epistle?
3. What happens when a baby is christened?
4. Are you comfortable when you nestle?



SILENT LETTERS

The silent letters in a word are seen, but not heard: spelled but not spoken.

KN

When you see *kn*, make the sound for *n*: the *k* is silent.

knee	knew	knight	know	known	knowledge
knife	knock	knit	kneel	knot	knack
knapsack	knead	knives	knob	knotty	knuckle

When you see *gn*, make the *n* sound: the *g* is silent.

gnash	gnaw	sign	campaign	design	reign
gnat	gnome	assign	resign	cologne	foreign
gnu	gnarl	gnarled			

P is silent in pneumonia and pneumatic.
M is silent in mnemonic.

SILENT *B*

You do not hear the *b* in these words:

climb	dumb	lamb	limb	thumb	tomb	comb
bomb	climber	numb	plumber	womb	tombstone	jamb
debt	doubt					

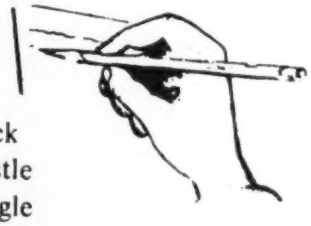
SILENT *L*

salmon	alms	calm	palm	balm	balmy	embalm
qualm			(the *p* is silent, also)			psalmist
	salve	half	halves	calves	calf	

SILENT *N*

condemn	hymn	autumn	column	solemn

SILENT W



The *w* is silent in the *wr* combination.

write	written	wrong	wrote	writer	wreck
writing	wrath	wreath	wren	wrench	wrestle
wrinkle	wrist	wrought	wry	awry	wriggle

The *w* in *sword* is silent. You do not hear the *w*, so the respelling for sword is (*sord*).

CONTRACTIONS

A contraction is a shorter way of saying and writing a word. A contraction always has an apostrophe (') to show that a letter is missing.

It is best to know which words are being used in a contraction.

I am ..... I'm
I had ..... I'd
I have ..... I've
I will ..... I'll
I shall ..... I'll

you have ..... you've
we have ..... we've
you will ..... you'll
he will ..... he'll
she will ..... she'll
it will ..... it'll
we will ..... we'll
they will ..... they'll

ever ..... e'er
even ..... e'en
of the clock ..... o'clock
Hallowed Evening ... Hallowe'en

won't

you are ..... you're
we are ..... we're
they are ..... they're
you had ..... you'd
we had ..... we'd
they had ..... they'd

cannot ..... can't
did not ..... didn't
is not ..... isn't
have not ..... haven't
was not ..... wasn't
will not ..... won't

do not ..... don't
does not ..... doesn't
are not ..... aren't
had not ..... hadn't
has not ..... hasn't
were not ..... weren't

must not ..... mustn't
should not ..... shouldn't
would not ..... wouldn't
could not ..... couldn't

doesn't

REVIEW SETS

man
Dan
ran
fan
can
Nan
pan
tan
van

Mal
Hal
pal
Sal
Al
tal

bad
dad
Dad
had
mad
pad
cad

bag
gag
rag
sag
tag
wag
Wag

sat
at
Pat

bat
cat
fat
sat
pat
rat

cap
lap
map
nap
rap
tap

ham
jam
Pam
am

beg
leg
peg

jot
Kit
pit
knit

dip
hip
lip
rip
sip
tip
zip

sit
it

pin
tin
win
in

big
dig
fig
jig
pig
wig

did
hid
lid
rid
Sid

him
Jim
rim
Tim

bit
hit
kit
lit
pit
sit

bet
get
jet
let
met
net
pet
set
wet
yet

cot
dot
got
hot
jot
lot
not
pot
rot

but
cut
hut
jut
nut
rut

bug
dug
hug
jug
lug
rug
tug

Ben
den
hen
Ken
men
pen
ten

Don
on

bed
fed
led
Ned
red
Ted
nod
pod
rod

hop
mop

bun
gun
run
sun

Bob
cob
job
rob
sob

bus
Gus
us

gum
hum
sum

cub
rub
tub

Max
wax
ax

fix
mix
six

box
fox

bell
fell
Nell
sell
tell
well
yell

Bill
fill
hill
Jill
kill
mill
pill
till
will

dull
gull
hull

lass
mass
pass
Bess
less
mess

hiss
kiss
miss

fuss
muss
Russ

cuff
huff
puff

back
Jack
pack
sack
tack

deck
neck
peck

Dick
kick
lick
Nick
pick
Rick
sick
tick

cock
dock
lock
rock
sock

duck
luck
suck
tuck

bank
hand
land
sand
and

end
lend
mend
send
end

wind

fond
pond

can't
pants
ant

bent
dent
lent
rent
sent
tent
went

hint
mint
tint
hunt

best
nest
pest
rest
test
vest
west

fist
list
mist

dust
just
must
rust

sk
mask
task
ask

desk

dusk
husk
tusk

mp
camp
damp
lamp
bump
dump
hump
jump
lump
pump

cliff
sniff
stiff

bluff
gruff
stuff

black
crack
smack
snack
stack
track

speck

sash
brick
click
block
slick
stick
trick

block
clock
flock
stock

pluck
stuck
truck

bang
gang
hang
rang
sang
clang

king
ring
sing
wing
bring
cling
sting
swing

hung
lung
rung
sung
clung
stung
swung

banging
hanging
clanging
damping

resting
testing
melting

ringing
singing
bringing
clinging
stinging
swinging
lifting
sifting
wilting

hunting
jumping

batting
clapping
sledding
stepping

digging
swimming

dropping
stopping

running

he'd
we'd
she'd
I'd
they'd
you'd
he'll
we'll
she'll
I'll
they'll
you'll
he's
she's
we're
they're
you're

we've
I've
they've
you've
I'm

isn't
aren't
wasn't
weren't
couldn't
wouldn't
shouldn't
hadn't
hasn't
haven't
didn't
mustn't

bank
Hank
rank
sank
tank
yank
blank
clank
spank
crank
drank
Frank

pink
sink
wink
blink

clink
drink

bunk
dunk
hunk
junk
sunk
clunk
skunk
drunk
trunk

shall
shack
shed
shell
shelf

shin
ship
shift
shop
shot
shock
shut

cash
dash
rash

flash
slash
smash
crash
trash
ash

flesh
fresh

dish
fish
wish

slosh

gush
hush
mush
rush
blush
flush
slush
brush
crush

cry
dry
fry
try
fly
shy
sky

catch
hatch
latch
match
patch
snatch

fetch
sketch
stretch
ditch
pitch
witch
stitch
switch
itch

Dutch
clutch
crutch

bat
batter
sad
sadder
matter
scatter
shatter
banner
manner
gather
rather
ladder
after

lend
lender
fresh
fresher
better
letter

never
ever

fix
fixer
sick
sicker
bitter
litter
liver
river
shiver
sliver

box
boxes
fond
fonder
copper
proper
chopper
bother
robber

buzz
buzzer
gruff
gruffer
butter
gutter
clutter
shutter
stutter
summer
supper
rubber

sad
sadder
sadness

fresh
fresher
freshest
freshness

sick
sicker
sickest
sickness

fond
fonder
fondest
fondness

gruff
gruffer
gruffest
gruffness

candle
handle
fiddle
middle
riddle
pickle
tickle

twinkle
sprinkle
mumble
tumble
grumble

apple
saddle
little
bottle
gobble
uncle

fat
fatten
happen
Allen

red
redden
seven

stiff
stiffen
bitten
kitten
mitten
linen
chicken
children
kitchen

rot
rotten
gotten
oxen

sunk
sunken
sudden

gravel
travel
camel
flannel
level
nickel
tunnel

medal
pedal
metal
petal
signal

pea
sea
tea
flea

each
beach
peach
reach
teach

beat
heat
meat
neat
seat
treat
wheat
eat

bead
lead
read

team
cream
dream
gleam
steam
scream
stream

beast
feast
least
east

meal
real
seal
steal

bean
lean
mean
clean

leaf

leap
weak
eager

gain
main
pain
rain

brain
grain
train
chain
plain
stain

paid

maid

maiden

wait

waiter

waist

daisy

raisin

aim

bay
day
gay
hay
may
pay
say
way

clay
play
gray
pray
tray
stay
spray
stray

crayon

boat
coat
goat
float
oat

boast
coast
roast
toast

coal
goal
load
road
toad

coach
roach

loan
moan

soap

loaf

roam

loud
cloud
proud

found
hound
pound
round
sound
ground

pout
shout
trout
out

mouth
south

fountain
mountain

moo
too
zoo
igloo

moon
noon
soon
spoon

boom
room
bloom
broom

cool
tool
spool
stool

boot
hoot
root
toot
shoot

hoop
loop
scoop
whoop

food

roof

tooth

how
sow
now

down
gown
town
brown
clown
crown

power
tower
flower
shower

howl
growl
owl

crowd

towel

aw

law
paw
saw
claw
draw
straw

hawk

lawn
yawn
drawn

crawl
shawl

awful

die
dies
died

lie
lies
lied

pie
pies

tie
ties
tied

cry
cries
cried

dry
dries
d.ied

fry
fries
fried

boil
soil
toil
broil
spoil
oil

joint
point

poison

boy
joy
Roy
toy

dime
time

five
hive
drive
alive
arrive

hide
ride
slide
beside
divide
inside

bite
kite
quite
white
invite
polite

file
mile
pile
smile

joke
woke
broke
smoke
spoke
awoke

bone
cone
shone
stone
throne
alone

hose
nose
rose
chose
close
those
suppose
hole
pole
stole

fork

fort
sort
short
sport

born
corn
horn
torn

morning

door
floor

four
pour

warn
war
dwarf
quart
quarter
quarrel

more
sore
tore
wore
shore
store
before

roar

board

fern

clerk
perfect

perhaps

person
serve
servant
deserve

dessert

verse

stir

bird

girl

first

shirt

third

thirty

thirteen

word

work

worm

world

worse

worth

fur

burn
turn
return

curl

hurt
purple

church

Thursday

curve

near
tear
year
clear
appear
ear

beard

dear
queer
decide
cheer

sour
flour
scour
our

bar
car
far
jar
star

start
smart
chart

harp
sharp
scarf

card
hard
yard

lark
mark
park

farm
harm

barn

part
apart

barber

garden

pardon

March

market

marble

cent
center
celery
cereal
certain
circus
cigar
city
citizen
December

bicycle
accident

face
lace
race
place
grace
space

palace

mice
nice
rice
price
slice
twice
advice
ice

police

dance
chance
since
prince
fence
ounce
bounce
announce

balance
distance
sentence
difference

pencil
once

piece
juice

cage
wage
age

Hugh

vegetable

change
strange

danger
large

orange

baggage
cabbage
cottage
village
package
sausage
voyage
carriage

college

gentle
general

elephant
telephone
microphone
xylophone

machine
parachute

measure
pleasure

giant
ginger
giraffe

magic
engine
engineer
pigeon

rough
tough
enough
cough
laugh

ache
school
character

anger
finger
hunger
angry
hungry
jungle

edge
bridge
porridge
judge

REVIEW SETS

drop	desk	block	wilt	not	top
cliff	bond	will	truck	went	God
nod	deck	rot	well	blond	win
get	smack	wig	spot	dog	rock
weld	blot	rob	web	tuck	stop
trust	swam	net	sob	plan	stock
dent	dress	got	sod	wind	west
wet	lamp	tub	wept	rod	slop
trot	wick	scab	crept	slot	wed
cane	bead	bed	mean	hop	use
pine	pin	rain	ran	men	cub
at	tape	ride	did	rod	cape
slide	hat	hate	rid	died	met
rob	note	slid	dim	paid	bat
rip	ripe	tube	not	pan	lad
goat	got	fin	fine	mad	pad
dime	rate	made	bait	robe	brain
sat	pane	cut	can	pail	pal

REVIEW SETS

ought - aught

bought
fought
brought

caught
taught

daughter
haughty

weigh
sleigh

neighbor

eight
eighty
eighth

high

fight
light
might
night

sight
tight
bright
fright

straight

bough
though
through

calf
half

salmon
walk

walk
talk
stalk
chalk

yolk

lamb
limb
comb
thumb
climb

knee
knew
knife
knock
know
known

often
soften
fasten
listen

castle
whistle
Christmas
chestnut

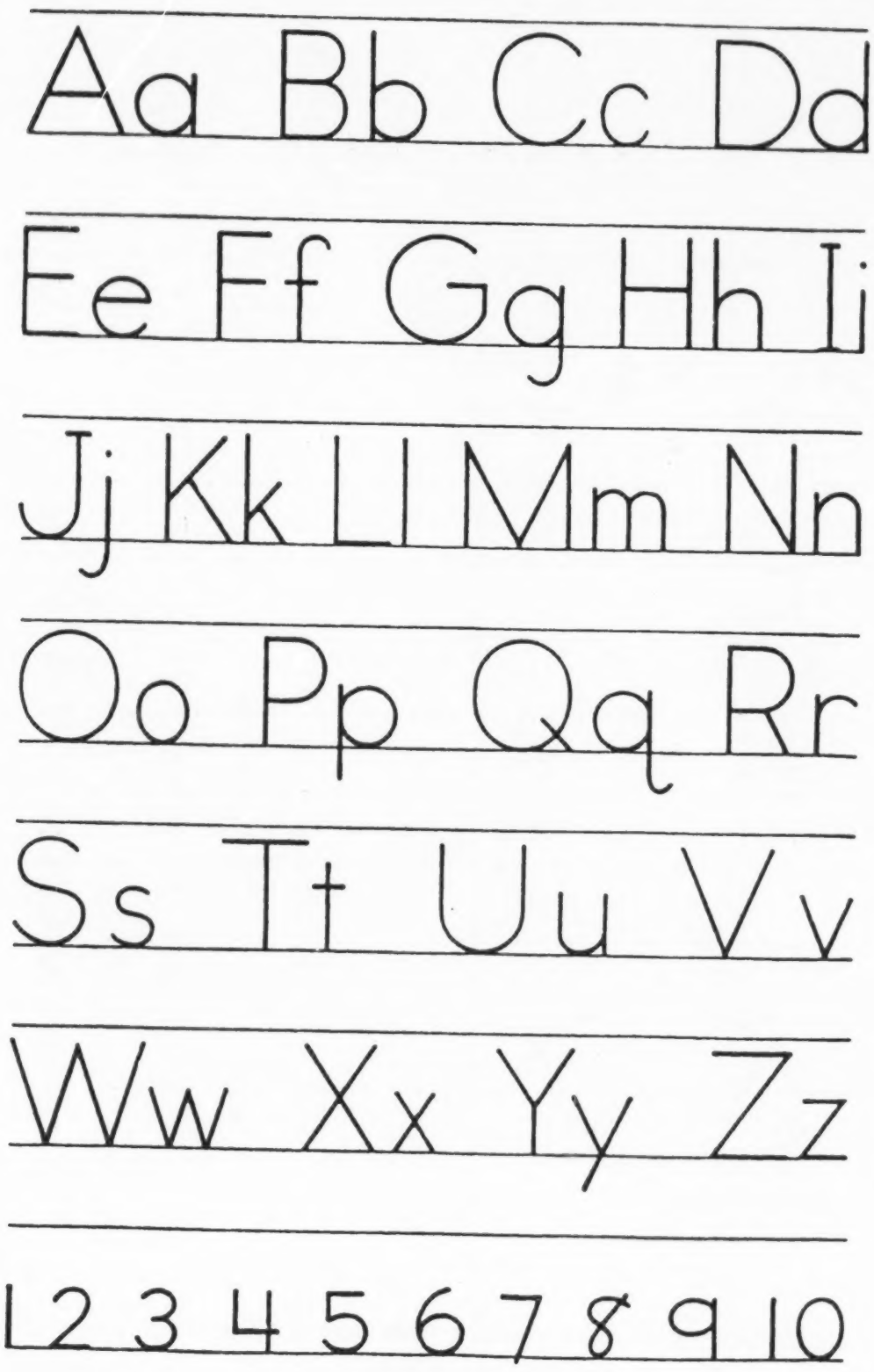
honest
hour
rhyme
Wednesday
handsome
handkerchief
scene
scissors

wrap
wren
write
wrote
whole
whose
two
sword
tpward
answer

nail	plain	faint	goat	stream	sheet
rain	speak	bean	leap	waist	cheek
green	dream	deal	free	need	paid
lean	dried	pie	tree	three	wait
suit	groan	team	flies	pleat	paint
mail	toast	seed	steal	cheap	sue
deep	laid	bead	braid	lead	soap
trail	beat	goal	moan	boat	treat
frail	toe	train	aim	tail	true
float	seen	freak	neat	due	fleet
breed	lead	claim	chair	cried	steer
sprain	feet	stair	feed	bait	weed
beast	roar	steep	weak	plead	beet
main	raid	foam	ear	drain	chain
coal	grain	cream	east	steam	wheel
feel	greet	oar	road	stain	tie
meat	tried	oak	fried	sheep	sail
leaf	brain	seat	fruit	beat	seat
hear	strain	died	speech	wheat	year
leak	feast	foe	steel	speed	sea
week	clear	clean	flea	least	bleed
make	doze	brave	shave	cane	cute
like	frame	grape	mice	smoke	same
vine	line	shave	hike	name	mine
sale	use	white	pine	drape	dime
ate	stole	froze	tribe	state	stone
shake	five	male	fire	spare	shade
smile	sore	joke	spice	grace	flake
store	mule	fine	hive	spoke	spite
bake	shape	safe	made	gate	grave
grade	pave	pure	kite	stole	strike
shone	stroke	cake	rise	dome	daze

LETTER KNOWLEDGE TEST

1.	R	D	O	N	14.	E	M	Y	K
2.	X	W	H	K	15.	G	H	D	Z
3.	T	A	M	F	16.	D	S	R	W
4.	J	Y	B	S	17.	W	C	M	T
5.	T	U	F	L	18.	U	K	V	P
6.	C	I	Q	J	19.	N	Z	W	L
7.	R	L	P	E	20.	J	G	S	O
8.	K	B	R	G	21.	B	Y	T	X
9.	V	I	U	X	22.	A	I	W	N
10.	S	Z	B	Y	23.	K	G	S	U
11.	N	P	A	F	24.	R	B	Q	C
12.	N	V	W	H	25.	X	U	D	J
13.	E	O	F	C	26.	V	N	Q	L


Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn
Oo Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy Zz
1 2 3 4 5 6 7 8 9 10

Dear Reader,

THESE ARE CHRISTIAN FACTS OF LIFE THAT EVERYONE WHO LOVES GOD WANTS TO REMEMBER. Jeremiah 31: 33 - ... I will put my law in their inward parts, and write it in their hearts; and will be their God, and they shall be my people.

MEMORIZE NEW SCRIPTURE EACH WEEK, AND IT WILL BRING SUCH JOY AND WISDOM TO YOUR LIFE. THE HOLY SPIRIT WILL GUIDE YOU IN MAKING DECISIONS AND SOLVING YOUR PROBLEMS. USE A TAPE RECORDER. RECITE THE SCRIPTURE FOUR TIMES ON THE TAPE. WHILE YOU ARE WORKING OR RELAXING, LISTEN TO THOSE WORDS EVERYDAY UNTIL YOU KNOW THEM VERBATIM AND WITHOUT HESITATION.

AS YOU RECITE THE WORDS OVER AND OVER, YOU WILL DWELL IN THE PRESENCE OF THE TRUE AND LIVING GOD, WHO WILL BLESS YOU OVER AND OVER, TIME AND TIME AGAIN.

CALL ME, IF I CAN BE OF HELP TO YOU: **542-8671**.

TO THE ONLY WISE GOD OUR SAVIOR,
BE GLORY AND MAJESTY, DOMINION AND POWER,
BOTH NOW AND EVER. (Jude 25)

BERNICE BRANFORD LEWIS

3400 Forest Park Avenue, Baltimore, Maryland 21216
Phone: (301) 542-8671

Christian

FACTS OF LIFE

A Digest
Of

The Basic Principles

Of

Christianity

(Scripture from the Bible)

RESEARCHED,
ANNOTATED,
SELECTED,
and
CORRELATED

By

Bernice Branford Lewis
Consultant in Christian Education